

Departmental Professional Learning Community Handbook

ART

HANDBOOK FOR COORDINATORS



Wisdom, Knowledge
and Prudence



Ghana Education
Service (GES)

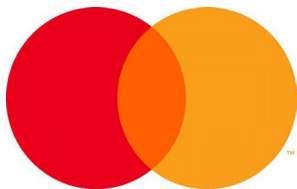


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DEPARTMENTAL PROFESSIONAL LEARNING COMMUNITY HANDBOOK

ART

Coordinator Version

DEPARTMENTAL PROFESSIONAL LEARNING COMMUNITY HANDBOOK

This Departmental Professional Learning Community Handbook will help teachers to familiarise themselves with the details of the new Senior High School (SHS), Senior High Technical (SHTS) and Science, Technology, Engineering and Mathematics (STEM) curriculum ahead of national roll-out in 2024/25.

Professional Learning Community (PLC) sessions were introduced across all SHS and SHTS in Ghana in June 2023 and the first two PLC Handbooks were designed to be used by teachers in mixed departmental groups.

This Departmental Professional Learning Community Handbook signals a shift in approach as we focus on providing more detailed information and guidance to teachers ahead of the roll-out of the new SHS, SHTS and STEM curriculum. This Handbook is therefore intended to be used by teachers working in departmental groupings and should be used in conjunction with subject-specific Year One Teacher Manuals.

The Handbook will guide teachers and help to familiarise them with the Weekly Learning Planner and Teacher Manuals as they develop their own Learning Plans for each subject.

The Handbook contains a total of 13 Sessions covering all 24 weeks in Year One of the new SHS, SHTS and STEM curriculum. In each Session of the Handbook teachers will be expected to collectively prepare 2 weeks of Learning Plans using the information provided in their subject-specific Teacher Manuals. The structure of this Handbook is:

Session 1: Reviewing Knowledge on previous PLC sessions

Session 2: Learning Plans for weeks 1 & 2

Session 3: Learning Plans for weeks 3 & 4

Session 4: Learning Plans for weeks 5 & 6

Session 5: Learning Plans for weeks 7 & 8

Session 6: Learning Plans for weeks 9 & 10

Session 7: Learning Plans for weeks 11 & 12

Session 8: Learning Plans for weeks 13 & 14

Session 9: Learning Plans for weeks 15 & 16

Session 10: Learning Plans for weeks 17 & 18

Session 11: Learning Plans for weeks 19 & 20

Session 12: Learning Plans for weeks 21 & 22

Session 13: Learning Plans for weeks 23 & 24

Schools must ensure that they complete all 13 Sessions within a maximum of 16 weeks so that the Handbook has been completed by the end of the 2023/24 academic year.

The Handbook will ensure that teachers continue to enhance their professional practice skills and competencies, familiarising themselves with the details of the new curriculum, enabling them to help learners develop the 21st Century skills and competencies that will prepare them for further studies, the world of work and adult life.

This Handbook also provides opportunities for peer-to-peer transfer of knowledge and encourages teachers to use their subject specialisms and unique experiences to make connections between the subjects within their departments, enhancing learning experiences.

Prof Edward Appiah

Director-General

National Council for Curriculum and Assessment (NaCCA)

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Special thanks to Professor Edward Appiah, Director-General of the National Council for Curriculum and Assessment (NaCCA) and all who contributed to the successful writing of the Departmental Professional Learning Community Handbooks for the new Senior High School (SHS), Senior High Technical School (SHTS) and Science Technology, Engineering and Mathematics (STEM) curriculum.

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CONTENTS

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ART DPLC Session 1: Reviewing concepts and skills acquired in previous PLC sessions			
The section below provide the frame for what is to be done in the session.	Guidance notes on leading the session. What the PLC Coordinator will have to say during each stage of the session	Guidance Notes on Teacher Activity during the PLC Session. What teachers will do during each stage of the session	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session, and introducing the Departmental PLC Handbook	1.1. Introduce the PLC session with a video, photograph, etc., of related activities as an icebreaker. 1.2 Ask teachers to share their expectations regarding the Departmental Professional Learning Community (DPLC) activities (NTS 1a, 1b). E.g. a) How to apply appropriate skills, knowledge, and strategies to prepare a weekly learning plan. b) How to use the lesson planner for effective teaching of a lesson. 1.3 Ask a teacher to read the purpose of the Art Department (Art and Design, Performing Arts and Physical Education and Health) DPLC Handbook. Purpose The Departmental Professional Learning Community (DPLC) Handbook is intended to serve as the 'bridge' between the handbook introducing the Senior High School (SHS), Senior High	1.1. Respond to video, photograph, etc., of related activities as an introduction of the PLC session. 1.2 Share your expectations regarding the Departmental Professional Learning Community (DPLC) activities (NTS 1a, 1b). E.g. Applying appropriate skills, knowledge, and strategies to prepare a weekly learning plan. 1.3 Read the purpose of the Art Department (Art and Design, Performing Arts and Physical Education and Health) DPLC Handbook. Purpose The Departmental Professional Learning Community (DPLC) Handbook is intended to serve as the 'bridge' between the handbook introducing the Senior High School (SHS), Senior High Technical (SHTS)	20mins

	Technical (SHTS) and Science, Technology, Engineering and Mathematics (STEM) curriculum and the one supporting all teachers to plan and teach the year one subjects in the SHS, SHTS and STEM curriculum. The main purpose of DPLC is to: ● Build on Session 12 on the learning planner of the PLC Handbook on the introduction of the SHS, SHTS and STEM curriculum to enable teachers to consolidate their understanding and application of the learning planner ● Support teachers to use the year one teacher manuals and lesson planner to develop lessons for the Art Department. (Art and Design, Performing Art and Physical Education and Health) based on the SHS/SHTS and STEM curriculum. ● Provide opportunities for teachers to discuss the year one learning plans of the subject in the Art Department (Art and Design, Performing Arts and Physical Education and Health) and align them with the year one teacher manuals. ● Give teachers enough time to study the year one subjects in the Art	and Science, Technology, Engineering and Mathematics (STEM) curriculum and the one supporting all teachers to plan and teach the year one subjects in the SHS, SHTS and STEM curriculum. The main purpose of DPLC is to: ● Build on Session 12 on the learning planner of the PLC Handbook on the introduction of the SHS, SHTS and STEM curriculum to enable teachers to consolidate their understanding and application of the learning planner ● Support teachers to use the year one teacher manuals and lesson planner to develop lessons for the Art Department. (Art and Design, Performing Art and Physical Education and Health) based on the SHS/SHTS and STEM curriculum ● Provide opportunities for teachers to discuss the year one learning plan of the subject in the Art Department (Art and Design, Performing Arts and Physical Education and Health) and align them with the year one teacher manuals. ● Give teachers enough time to study the year one subjects in the Art Department (Art and	
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	Department (Art and Design, Performing Art and Physical Education and Health) in the SHS, SHTS and STEM curriculum and how these will be taught effectively and efficiently. The Handbook is principally aimed at helping teachers in the Art Department (Art and Design, Performing Arts and Physical Education and Health) to continue to enhance their professional practice skills and competencies whilst guiding them to help learners to develop 21st century skills and competencies, that will prepare them for further studies, the world of work and adult life. The Handbook will provide opportunities for peer-to-peer transfer of knowledge, teachers in the Art Department (Art and Design, Performing Arts and Physical Education and Health) will be encouraged to use their subject specialist and context specific teaching experience to make connections between the teaching and learning of the related subjects in their department. The Handbook contains 13 topics, which cover all the	Design, Performing Art and Physical Education and Health) in the SHS, SHTS and STEM curriculum and discuss how to effectively and efficiently teach them. The Handbook is thus principally aimed at helping teachers in the Art Department (Art and Design, Performing Arts and Physical Education and Health) to continue to enhance their professional practice skills and competencies whilst guiding them to help learners to develop 21st century skills and competencies that will prepare them for further studies, the world of work and adult life. The Handbook will provide opportunities for peer-to-peer transfer of knowledge, teachers in the Art Department (Art and Design, Performing Arts and Physical Education and Health) will be encouraged to use their subject specialist and context specific teaching experience to make connections between the teaching and learning of the related subjects in their department. The Handbook contains 13 topics which cover all the 24	
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	24 weekly learning plans in year one as follows: 1. Reviewing knowledge and skills acquired from previous PLC Sessions 2. Developing learning plans for weeks 1 & 2 3. Developing learning plans for weeks 3 & 4 4. Developing learning plans for weeks 5 & 6 5. Developing learning plans for weeks 7 & 8 6. Developing learning plans for weeks 9 & 10 7. Developing learning plans for weeks 11 & 12 8. Developing learning plans for weeks 13 & 14 9. Developing learning plans for weeks 15 & 16 10. Developing learning plans for weeks 17 & 18 11. Developing learning plans for weeks 19 & 20 12. Developing learning plans for weeks 21 & 22 13. Developing learning plans for weeks 23 & 24	weekly learning plans in year one as follows: 1. Reviewing knowledge and skills acquired from previous PLC Sessions 2. Developing plans for weeks 1 & 2 3. Developing plans for weeks 3 & 4 4. Developing plans for weeks 5 & 6 5. Developing plans for weeks 7 & 8 6. Developing plans for weeks 9 & 10 7. Developing plans for weeks 11 & 12 8. Developing plans for weeks 13 & 14 9. Developing plans for weeks 15 & 16 10. Developing plans for weeks 17 & 18 11. Developing plans for weeks 19 & 20 12. Developing plans for weeks 21 & 22 13. Developing plans for weeks 23 & 24	
2. Planning for teaching, learning and assessment activities, promoting character values, GESI, SEL, ICT, 21st-century skills and differentiation	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: The purpose of this session is to support the teachers in the Art Department, i.e., Art and Design, Performing Arts and Physical Education and Health, to review the new concepts and skills acquired through participation in previous PLC sessions to enable them to consolidate their	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: The purpose of this session is to support the teachers in the Art Department, i.e., Art and Design, Performing Arts and Physical Education and Health, to review the new concepts and skills acquired through participation in previous PLC sessions to enable them consolidate to their knowledge and	30 mins

	knowledge and understanding of cross cutting issues, resources, pedagogical and assessment strategies they have applied in their lessons. LO: Reinforce the skills and understanding of cross-cutting issues, resources, pedagogical and assessment strategies acquired from the previous PLC sessions and their applications in the teaching of subjects in the Department. LI 1 Explain at least 3 cross-cutting issues discussed in previous PLC sessions that have influenced teaching and learning of the subjects in the Department. LI.2 Discuss at least 2 pedagogical strategies learnt in previous PLC sessions and how they were applied in teaching and learning of the subjects in the Department. LI 3 Identify at least 4 teaching and learning resources mentioned in the previous PLC sessions and how they have been used in teaching and learning of the subjects in the Department. LI 4 Discuss at least 3 assessment strategies acquired from the previous PLC sessions that enhanced	understanding of cross cutting issues, resources, pedagogical and assessment strategies they have applied in their lessons. LO: Reinforce the skills and understanding of cross-cutting issues, resources, pedagogical and assessment strategies acquired from the previous PLC sessions and their applications in the teaching of subjects in the Department. LI 1 Explain at least 3 cross-cutting issues discussed in previous PLC sessions that have influenced teaching and learning of the subjects in the Department. LI.2 Discuss at least 2 pedagogical strategies learnt in previous PLC sessions and how they were applied in teaching and learning of the subjects in the Department. LI 3 Identify at least 4 teaching and learning resources mentioned in the previous PLC sessions and how they have been used in teaching and learning of the subjects in the Department LI 4 Discuss at least 3 assessment strategies acquired from the previous PLC sessions that enhanced teaching and learning of the	
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	teaching and learning of the subjects in the Department. 2.2 Ask teachers to think-pair and share with the larger group (appreciating others' views) at least 3 cross-cutting issues discussed at previous PLC sessions that influenced teaching and learning of subjects in the Department (NTS 1a-1c, 1f, 1g, 2b-2f and 3e-3h). E.g. a) Gender Equality and Social Inclusion (GESI)- Creating equal opportunities for all learners irrespective of their gender, cultural, religious, socio-economic background, etc. b) Socio-Emotional Learning (SEL)- Assisting learners to develop the ability to recognise their emotions and those of others (self-awareness, social-awareness, self-management, responsible decision making, relationship skills) c) Information Communication Technology (ICT)- Incorporating IT tools such as projector, computers and software for drawing and designing, music creation, movement analysis software etc., in lessons	subjects in the Department. Understanding of the learning planner format. 2.2 Think-pair and share with the larger group (appreciating others' views) at least 3 cross-cutting issues discussed at previous PLC sessions that influenced teaching and learning of the subjects in the Department (NTS 1a-1c, 1f, 1g, 2b-2f and 3e-3h). E.g. GESI- Creating equal opportunities for all learners irrespective of their gender, cultural, religious, socio-economic background, etc.	
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	d) Differentiation-acknowledging the differences in learners and tailoring teaching and learning activities to suit them e) 21st century skills- Encouraging the use of activities which ensure communication, digital literacy, leadership, problem-solving skills, etc. 2.3 Ask teachers to discuss using the pyramid strategy (where applicable), at least 2 pedagogical strategies, which integrated cross-cutting issues they applied in the teaching and learning of subjects in the Department (NTS 2c, 3a-3g, 3i, 3d, 3e and 3g). E.g. a) Pyramid- engaging learners to form progressively larger groups as they carry out a speaking task, which normally requires each grouping to reach agreement before joining another group. b) Individual tasks – Giving learners assignments, class exercises and projects to work on individually c) Problem-Based Learning – Assigning tasks to small groups on real-life applications of related concepts for learners to present their findings	2.3 Discuss using the pyramid strategy (where applicable), at least 2 GESI responsive pedagogical strategies, which integrated cross-cutting issues you applied in the teaching and learning of mathematics (NTS 3a, 3d, 3e and 3g). E.g. Pyramid - engaging learners to form progressively larger groups as they carry out a speaking task, which normally requires each grouping to reach agreement before joining another group. etc	
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	using varied tools including ICT tools d) Project-Based Learning – Tasking learners to identify a problem in their community and through a hands-on approach, use appropriate concepts and skills to develop a solution to it, etc. 2.4 Using the jigsaw strategy, ask teachers to share at least 4 teaching and learning resources (including low/no cost and ICT tools) effectively used in their subject area lessons based on previous PLC sessions (NTS 3d, 3f and 3j). E.g. a) Stopwatches for recording time learners use for practising an activity b) Used cartons for modelling nets of 3 dimensional shapes c) Manila cards for teaching and learning of drawing and construction d) Web references, audio-visual resources, Projector, Camera e) Synthesizers (for creating sounds and rhythms) f) Projector, computer, LCD Screens. g) Choral draws, Adobe photoshop, Finale, movement analysis software, etc.	2.4 Use the jigsaw strategy, to share at least 4 teaching and learning resources (including low/no cost and ICT tools) effectively used in your subject area lessons based on previous PLC sessions (NTS 3d, 3f and 3j). E.g. Stopwatches for recording time learners use for practising an activity, etc.	
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	2.5 Ask teachers in mixed groupings (gender, experience, etc.) to describe at least 3 differentiated assessment strategies acquired from the previous PLC sessions that enhanced teaching and learning of their subject (NTS 3k-3p). E.g. a) Demonstration – performing tasks to connect known concepts to new learning b) Observation – observing performance of assigned tasks using a checklist c) Questioning – use oral questioning to elicit responses from learners d) Project works – conduct end of unit projects e) Portfolio building – gather artifacts as evidence of learning, etc. Note: Encourage giving and accepting of constructive critiquing	2.5 In mixed groupings (gender, experience, etc.) describe at least 3 differentiated assessment strategies acquired from the previous PLC sessions that enhanced teaching and learning of mathematics (NTS 3k-3p). E.g. Demonstration – performing tasks to connect known concepts to new learning, etc.	
3. Modelling a teaching activity, promoting character values, GESI, SEL, ICT, 21st-century skills and differentiation	3.1 Ask a teacher to model a teaching activity integrating national values, cross-cutting issues, resources and pedagogical and assessment strategies, which have been reinforced in this session (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c-3j). 3.2 Ask teachers to reflect and provide feedback on the modelled lesson (NTS 1a, 1b and 3b).	3.1 Model a teaching activity integrating national values, cross-cutting issues, resources and pedagogical and assessment strategies, which have been reinforced in this session (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c-3j). 3.2 Reflect and provide feedback on the modelled lesson (NTS 1a, 1b and 3b).	30 mins

4. Evaluation and review of the session: ● Noting that teachers need to identify critical friends to observe lessons and report at the next session	4.1 Ask teachers to reflect and share their views about the session (NTS 1a, 1b and 3b). 4.2 Remind teachers to, where possible, identify a critical friend to observe their lesson in relation to PLC Session 1 and provide feedback to them. 4.3 Remind teachers to read DPLC Session 2 and bring along their teacher's manual and the PLC Handbook on introduction to SHS/ SHTS/ STEM Curriculum in preparation for the next session	4.1 Reflect and share your views about the session (NTS 1a, 1b and 3b). 4.2 Identify a critical friend to observe your lesson in relation to PLC Session 1 and provide feedback. 4.3 Read DPLC Session 2 and bring along your teacher's manual and the PLC Handbook on introduction to SHS/ SHTS/ STEM Curriculum in preparation for the next session.	10 mins
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DPLC Session 2: Developing learning plans for Weeks 1 and 2

The sections below provide the frame for what is to be done in the session.	Guidance notes on Leading the DPLC Session. What the PLC Coordinator will have to say during each stage of the session	Guidance Notes on Teacher Activity during the DPLC Session. What teachers will do during each stage of the session	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Start the session by asking teachers to share two things they implemented based on DPLC Session 1, reviewing concepts and skills acquired in previous PLC sessions, which they think impacted learning positively (NTS 1a, 1b). 1. 2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learned in DPLC Session 1, reviewing concepts and skills acquired in previous PLC sessions, that supported learning (NTS 1b).	1.1 Share two things you implemented based on DPLC Session 1, reviewing concepts and skills acquired in previous PLC sessions, which you think impacted learning positively (NTS 1a, 1b). 1.2 Ask a critical friend, discuss why you think what a colleague did through the application of lessons learned in DPLC Session 1, reviewing concepts and skills acquired in previous PLC sessions, that supported learning (NTS 1b).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st-century skills and national values (2 learning planners to be	2.1 Ask a teacher to read aloud the Purpose, Learning Outcomes (LOs), and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist teachers in the Art department in utilising the teacher manual to create learning plans for lessons for Weeks 1 and 2. Art teachers will focus on developing learning plans for the following lessons:	2.1 Read the Purpose, Learning Outcomes (LOs), and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist teachers in the Art department in utilising the teacher manual to create learning plans for lessons for Weeks 1 and 2. Art Department teachers will focus on developing learning plans for the following lessons:	60 mins

completed per session)	a) Art and Design Foundation, i. Major indigenous Ghanaian Art periods and artworks in terms of materials, methods of fabrication, uses, and socio-cultural relevance. ii. Contributions of the major indigenous Ghanaian Art periods and artworks to the Art history of Ghana. b) Art and Design Studio: i. Components of Art and Design Studio: Sculpture, Painting, Graphic Design, Textiles, Ceramics, Jewellery, Leatherwork, Pliable Arts (Basketry, Fibres and Fabrics, etc. ii. The roles of the various components of Art and Design studio. c) Physical Education and Health - Core: i. Introduction to Career Pathways in Physical Education and Health ii. Career pathways in Physical Education and Health. d) Physical Education and Health Elective: i. The concepts of health and wellness ii. Discussion of the various components of health and wellness e) Performing Arts: i. Research and develop concepts for creating own dance, music and	a) Art and Design Foundation, i. Major indigenous Ghanaian Art periods and artworks in terms of materials, methods of fabrication, uses, and socio-cultural relevance. ii. Contributions of the major indigenous Ghanaian Art periods and artworks to the Art history of Ghana. b) Art and Design Studio: i. Components of Art and Design Studio: Sculpture, Painting, Graphic Design, Textiles, Ceramics, Jewellery, Leatherwork, Pliable Arts (Basketry, Fibres and Fabrics, etc. ii. The roles of the various components of Art and Design studio. c) Physical Education and Health - Core: i. Introduction to Career Pathways in Physical Education and Health ii. Career pathways in Physical Education and Health d) Physical Education and Health Elective: i. The concepts of health and wellness ii. Discussion of the various components of health and wellness e) Performing Arts: i. Research and develop concepts for creating own dance, music and	
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	drama based on any emerging Ghanaian topical issue. ii. Design your own dance, music, and/or drama within given parameters. LO 1: Develop/review subject-specific learning plans for teaching Weeks 1 and 2 lessons using the teacher manual, considering GESI, ICT, SEL, National values and other cross-cutting issues (NTS 3a, 3e-3g and 3k) LI 1.1 Discuss the important aspects in Weeks 1 and 2 Art Department lessons in the teacher manual including content standards, LOs, LIs, key concepts, GESI, pedagogical exemplars and assessment strategies of the learning planner template LI 1.2 Complete the learning planner templates for Weeks 1 and 2 Art Department lessons taking into consideration cross-cutting issues, GESI responsive resources, pedagogical exemplars and assessment strategies proposed in the teacher manual. LO 2: Review the learning plans for Weeks 1 and 2 of the subject-based Art Department lessons (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, key notes for differentiation, teaching and learning	drama based on any emerging Ghanaian topical issue. ii. Design your own dance, music, and/or drama within given parameters. LO 1: Develop/review subject-specific learning plans for teaching Weeks 1 and 2 lessons using the teacher manual, considering GESI, ICT, SEL, National values and other cross-cutting issues (NTS 3a, 3e-3g and 3k) LI 1.1 Discuss the important aspects in Weeks 1 and 2 Art Department lessons in the teacher manual including content standards, LOs, LIs, key concepts, GESI, pedagogical exemplars and assessment strategies of the learning planner template LI 1.2 Complete the learning planner templates for Weeks 1 and 2 Art Department lessons taking into consideration cross-cutting issues, GESI responsive resources, pedagogical exemplars and assessment strategies proposed in the teacher manual. LO 2: Review the learning plans for Weeks 1 and 2 of the subject-based Art Department lessons (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, key notes for differentiation, teaching and learning	
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	activities, assessment, and closure) of the learning plan for Weeks 1 and 2 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 1 and 2 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 Ask teachers to refer to their teacher manuals and read silently the content standards, LOs, LIs and pedagogical exemplars for their subjects in Weeks 1 and 2. (NTS 1a, 2c, 2f and 3d-3g). 2.3 Ask teachers to discuss at least two essential questions that will guide the lesson activities for Weeks 1 and 2 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation - (Week 1): - How would the knowledge of the major indigenous Ghanaian Art periods help learners improve upon making art and design? - How can indigenous artworks be identified and recorded within the various art periods in Ghana? - What connections are there between Artworks from the major indigenous Ghanaian Art period and the	activities, assessment, and closure) of the with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 1 and 2 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 Refer to your teacher manuals and silently read the content standards, LOs, LIs and pedagogical exemplars for their subjects in Weeks 1 and 2. (NTS 1a, 2c, 2f and 3d-3g). 2.3 Discuss at least two essential questions that will guide the lesson activities for Weeks 1 and 2 (NTS 1a, 2c, 2e, 2f and 3d-3g) E.g. a) Art and Design Foundation - (Week 1): How would the knowledge of the major indigenous Ghanaian Art periods help learners improve upon making art and design? etc.	
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	development of Art history of Ghana? etc. (Week 2): - In what ways are indigenous art and design works related to the Ghanaian art and design works made in modern times? - How would the knowledge of the major indigenous Ghanaian Art periods help to generate artistic concepts for making art and design works? - What are some of the strategies that can be use to analyse indigenous art and design works? etc. b) Art and Design Studio - (Week 1): - What are some definitions and scope for Art and Design? - How can the knowledge of the scopes of Art and Design Studio with reference to Fine Arts and Applied Art help to generate concepts for the various categories of art? - How will the knowledge of the scope of Art and design help in the use of the right methods in creating their works? (Week 2): - How important are the roles of the various components of Art and Design studio to the artists? - How can the roles of the various components of Art	(Week 2): In what ways are indigenous art and design works related to the Ghanaian art and design works made in modern times? etc. b) Art and Design Studio - (Week 1): What are some definitions and scope for Art and Design? etc. (Week 2): How important are the roles of the various components of Art and Design studio to the artists? etc.	
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	and Design studio influence the choice of materials and methods to use in generating an art and design work? iii. How can the various components in Art and design help to access career opportunities in art and design? c) Physical Education and Health - Core (Week 1): i. In what ways can inclusivity be tailored to accommodate the diverse learning needs for all learners to benefit from the lesson. ii. How will the study of career and professional attributes and mindset required for practice in physical education and health, positively influence individual professional practice in the future as required of them iii. How will knowledge on career pathways help individuals appreciate the importance of all professions? (Week 2): i. What innovative strategies and ICT tools can be used to enhance learners' understanding of the benefits associated with a chosen career for learners to appreciate? ii. How will knowledge of the various career pathways help individuals to make	c) Physical Education and Health - Core (Week 1): In what ways can inclusivity be tailored to accommodate the diverse learning needs for all learners to benefit from the lesson. etc (Week 2): What innovative strategies and ICT tools can be used to enhance learners' understanding of the benefits associated with a chosen career for learners to appreciate? etc	
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	an informed decision about their future career? iii. How do academic qualifications and vocational skills contribute to career advancement? d) Physical Education and Health - Elective (Week 1): i. What creative pedagogies employed will enhance the effective delivery of the lesson on the concept of health and wellness? ii. How does healthy living and physical activity promote health and wellness? iii. How will the understanding of the role of health and wellness in everyday life help an individual to practise lifestyles that will enhance their health and wellness? (Week 2): i. What resources should be used to ensure active participation of learners in the lesson on components of health and wellness? ii. What lifestyle choices may lead to good health? iii. What role do the components of health and wellness play in the overall wellness of an individual? e) Performing Arts - (Week 1): i. How can the performing arts serve as a medium	d) Physical Education and Health - Elective (Week 1): i. What creative pedagogies employed would enhance the effective delivery of the lesson on the concept of health and wellness? etc (Week 2): What resources should be used to ensure active participation of learners in the lesson on components of health and wellness? etc. e) Performing Arts - (Week 1): How can the performing arts serve as a medium for	
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	for bringing public attention to these emerging issues, and what impact can the arts have on social and political discourse in Ghana? ii. What are the steps involved in developing artistic concepts based on Ghanaian topical issues, and how can these concepts be aligned with the intended messages and emotions to be conveyed? iii. How can cultural elements, traditions, and historical context be integrated into the creative process, adding depth and authenticity to artistic expressions addressing Ghanaian topical issues? etc. (Week 2): i. In what ways can the chosen parameters, whether related to time, space, resources, or thematic elements, impact the artistic decisions and the final production of the dance, music, or drama? ii. How can artists balance their creative vision and the practical constraints when designing their own dance, music, and drama, and what strategies can be employed to navigate this balance effectively?	bringing public attention to these emerging issues, and what impact can the arts have on social and political discourse in Ghana? etc. . (Week 2): In what ways can the chosen parameters, whether related to time, space, resources, or thematic elements, impact the artistic decisions and the final production of the dance, music, or drama? etc.	
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	iii) How do artists make deliberate artistic choices, such as thematic elements, narrative structures, choreography, or musical compositions, to align with the given parameters and create a coherent artistic piece? etc. 2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 1 and 2 (NTS 1a, 2c, 2e, 2f and 3d-3g). Note: Remind teachers to refer to their teacher manuals for more examples on differentiation E.g. a) Art and Design Foundation - (Week 1): i. Task - Record the various indigenous Ghanaian art within the Precolonial (8th Century to 21st Century) era. - Describe the general characteristics of indigenous artworks within the various art periods in Ghana. - Examine the socio-cultural relevance of indigenous Ghanaian art forms in relation to timelines, contexts, tools and materials, and uses. ii. Pedagogical Exemplars - Put learners in groups and task them to	2.4 Discuss at least two key notes on differentiation for Weeks 1 and 2 (NTS 1a, 2c, 2e, 2f and 3d-3g). Note: Refer to your teacher manual for more examples on differentiation E.g. a) Art and Design Foundation - (Week 1): i. Task Record the various indigenous Ghanaian art within the Precolonial (8th Century to 21st Century) era, etc. ii. Pedagogical Exemplars Put learners in groups and task them to research and	
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	research and record the various indigenous Ghanaian art within the Precolonial (8th Century to 21st Century) era. Provide them with drawings, photographs, illustrations, paintings, videos, and real objects, etc on indigenous Ghanaian art periods to be used as guide. ● Working in groups, let learners analyse the general characteristics of indigenous artworks within the various art periods in Ghana by using resources such as photographs, videos and real objects. ● working in groups, task learners to categorise and examine the socio-cultural relevance of indigenous Ghanaian art forms in relation to timelines, contexts, tools materials, and uses by using resources such as photographs, drawings, videos and real objects, etc. iii. Key Assessments ● Discuss the steps in recording the research results on indigenous Ghanaian art and timelines. ● Draw a table to categorise the types and general characteristics of indigenous artworks	record the various indigenous Ghanaian art within the Precolonial (8th Century to 21st Century) era. Provide them with drawings, photographs, illustrations, paintings, videos, and real objects, etc on indigenous Ghanaian art periods to be used as guide, etc. iii. Key Assessments Discuss the steps in recording the research results on indigenous Ghanaian art and timelines. etc	
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	within the various art periods in Ghana. Refer to the Teacher Manual. • Discuss the socio-cultural relevance of indigenous Ghanaian art from the table generated in the table in Key Assessment 2. (Week 2): i. Task • Write a report on the major indigenous Ghanaian Art periods and artworks of the Art history of Ghana. using photographs, drawings or other available resources. (This can be done as a class activity or an out of school project). • Use the information gathered to relate indigenous Ghanaian art to some of the Ghanaian art and design works made in modern times. • Examine how ideas from indigenous Ghanaian Art periods can be used to generate artistic concepts for making art and design works in modern times. etc. ii. Pedagogical Exemplars • In groups, let learners discuss the relationship between at least five (5) indigenous Ghanaian artworks done within the	(Week 2): i. Task Write a report on the major indigenous Ghanaian Art periods and artworks of the Art history of Ghana. using photographs, drawings or other available resources. (This can be done as a class activity or an out of school project). etc ii. Pedagogical Exemplars In groups, let learners discuss the relationship between at least five (5) indigenous Ghanaian artworks done within the Precolonial (8th Century	
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	Precolonial (8th Century to 21st Century) era and Ghanaian art and design works made in modern times by using drawings, photographs, illustrations, paintings, videos, and real objects, etc as a guide. ● Working in groups, let learners discuss the various strategies they can use to record and analyse the general characteristics of indigenous artworks within the various art periods in Ghana, for example, drawing and illustrating, observation, photographing/videoing, etc ● Working in groups, let learners use resources such as photographs, drawings, videos and real objects to examine the art and design works of at least five (5) modern Ghanaians and identify how ideas from indigenous Ghanaian Art periods can be used to generate artistic concepts for making art and design works in modern times. etc. iii. Key Assessment ● Present at least four (4) examples in pictorial charts, videos, photographs, drawings, scrapbooks, written,	to 21st Century) era and Ghanaian art and design works made in modern times by using drawings, photographs, illustrations, paintings, videos, and real objects, etc as a guide, etc. iii. Key Assessment Present at least four (4) examples in pictorial charts, videos, photographs, drawings, scrapbooks, written, oral	
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	oral etc of the relationship between indigenous Ghanaian artworks done within the Precolonial (8th Century to 21st Century) era and Ghanaian art and design works made in modern times. ● Produce manual/digital pictorial charts, written, videos and oral presentations of at least five (5) strategies that can be used to record and analyse the general characteristics of indigenous artworks within the various art periods in Ghana. ● Produce manual/digital pictorial charts, written, videos and oral presentations on how at least four (4) modern Ghanaians have used ideas from indigenous Ghanaian Art periods to generate artistic concepts for making their art and design works. etc. b) Art and Design Studio - (Week 1): i Task ● Brainstorm to generate the definition of art, etc. ● Analyse the various components of Art and Design Studio with reference to Fine Arts and Applied Art. ● Create an Infograph depicting the various	etc of the relationship between indigenous Ghanaian artworks done within the Precolonial (8th Century to 21st Century) era and Ghanaian art and design works made in modern times, etc. b) Art and Design Studio (Week 1): i. Task Brainstorm to generate the definition of art, etc.	
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	components of Art and Design Studio. ii Pedagogical Exemplars • Display varied artworks and allow learners in small groups to brainstorm and brainwrite to formulate their definition of Art for class discussion. • Put learners into mixed groups and allow each group to analyse and document the scopes of Art and Design Studio with reference to Fine Arts and Applied Art • Allow learners to work individually by using any applicable material, tools and method (digital/manual) to create a simple 2-D and 3-D art and design work. They should display the finished work for class discussion and critiquing. iii Key Assessment • Outline through writing/orally your own definition of art. • Generate a manual/digital pictorial, drawing/illustration, video, written/oral reports of the various components of Art and Design Studio with reference to Fine Arts and Applied Art • Create 2-D and 3-D art and design works and discuss the process used in creating them . (Week 2): i. Task	ii. Pedagogical Exemplars Display varied artworks and allow learners in small groups to brainstorm and brainwrite to formulate their definition of Art for class discussion. etc . iii) Key Assessment Outline through writing/orally your own definition of art. etc (Week 2): i. Task	
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	● Review the roles of the various methods and components of Art and Design and identify the tools, materials and equipment required for specific art and design studios ● Identify safety precautions, care and maintenance of your selection of tools and materials. ● Analyse how art and design studio tasks can be used to develop artistic concepts in Art and Design studio ii. Pedagogical Exemplars ● Learners should form convenient groups to analyse and document the roles of the various components of Art and Design. The groups should also discuss the appropriate tools, materials and equipment required for specified art and design studios. ● Learners in mixed groups should analyse and generate a manual or digital pictorial chart identifying the necessary safety precautions as well as care and maintenance of tools and materials in the Art and Design studio. Resources such as photographs, videos and actual objects should be used. ● Task learners as individuals to develop at least two (2) art and	Review the roles of the various methods and components of Art and Design and identify the tools, materials and equipment required for specific art and design studios. etc ii. Pedagogical Exemplars Learners should form convenient groups to analyse and document the roles of the various components of Art and Design. The groups should also discuss the appropriate tools, materials and equipment required for specified art and design studios. etc .	
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	design concepts for a specific art-based career. Learners' finished work should be displayed for class discussion and critiquing. iii. Key Assessment ● Prepare photo-documentation, written or/oral responses on the roles of the various components of Art and Design. ● Design a manual/digital pictorial, drawing/illustration, video, presentation relating to tools, materials and equipment required for specified art and design. ● Design at least one (1) artistic concept for a specific art-based career and talk about how the work relates to any of the components and common methods of art and design studio. c) Physical Education and Health - Core – (Week 1): i. Task ● State the meaning of career, profession and career pathway. ● Present on three importance of choosing a career that aligns with one's interests, skills and passions. ● Discuss two career pathways in PEH identifying the skills and mindset required for each career pathway, etc	iii. Key Assessment Prepare photo-documentation, written or/oral responses on the roles of the various components of Art and Design. etc c) Physical Education and Health: Core (Week 1): i. Task State the meaning of career, profession and career pathway, etc	
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	ii. Pedagogical Exemplars ● Divide learners into mixed-ability groups to brainstorm and come up with the meaning of career, profession and career pathway. Ask learners to say or write down their ideas and share them with the whole class. Set ground rules to encourage interaction within the group. For example, allow colleague learners time to think and respond to issues during group discussions, allowing all group members to freely share their thoughts etc ● In mixed groups, engage learners to discuss the importance of choosing a career that aligns with one's interests, skills and passions. Ask learners to make notes for presentation. Invite groups to present their findings for a whole class discussion using different modes (oral, written, role-play, PowerPoint, etc). ● In mixed groups, let learners watch a video/picture of the various careers in Physical Education and Health and discuss their job descriptions, highlighting the skills and mindset required for the role. Ask learners to make notes for presentation. Fill in gaps left by learners through discussions based on the presentation, etc.	ii. Pedagogical Exemplars Divide learners into mixed-ability groups to brainstorm and come up with the meaning of career, profession and career pathway. Ask learners to say or write down their ideas and share them with the whole class. Set ground rules to encourage interaction within the group.	
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	iii. Key Assessments ● State the meaning of career, profession and career pathway. ● Present on three importance of choosing a career that aligns with one's interests, skills and passions. ● Discuss two career pathways in PEH identifying the skills and mindset required for each career pathway (Week 2): i. Task ● Identify sports that can be performed professionally. ● Discuss the role and attributes of a professional athlete. ● Research on four sports legends in Ghana and beyond, outlining their career journey to date. ii. Pedagogical Exemplars ● As part of a whole-class and teacher guided activity, show a short video or display pictures of different professionals engaging in various activities in relation to their careers. Discuss the role and attributes of a professional athlete. ● Divide learners into mixed-ability groups to research the career pathway of a sporting legend (either from within Ghana or beyond). Choose a spokesperson from the	iii. Key Assessment State the meaning of career, profession and career pathway., etc. (Week 2): i. Task Identify sports that can be performed professionally., etc ii. Pedagogical Exemplars As part of a whole-class and teacher guided activity, show a short video or display pictures of different professionals engaging in various activities in relation to their careers. Discuss the role and attributes of a professional athlete, etc.	
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	group to give feedback on their findings to the class. • Divide learners into mixed-ability groups to discuss the impact a professional athlete can have on their nation and the development of their chosen sport. Choose a spokesperson from the group to give feedback on their findings to the class etc. iii. Key Assessments • Identify three sports that can be performed professionally • Describe three roles and four attributes of a professional athlete • Describe three impacts a professional athlete can have on a nation and their chosen sport, etc. d) Physical Education and Health - Elective (Week 1): i. Task • Describe daily life activities that can positively impact health and wellness. • Analyse habits that need to be prevented/corrected to ensure health and wellness. • Project work (Problem-Solving): Select one benefit of health and wellness and give a daily report of a healthy activity that has been undertaken to maintain/achieve this targeted benefit. Continue for one week, etc. ii. Pedagogical Exemplars	ii. Key Assessment Identify three sports that can be performed professionally, etc d) Physical Education and Health - Elective (Week 1): i. Task Describe daily life activities that can positively impact health and wellness, etc ii. Pedagogical Exemplars	
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	● In mixed-gender and ability groups, learners watch videos or pictures of people engaged in physical exercises, drinking water, eating a balanced diet, sleeping and cleaning their immediate surroundings. By providing probing questions, guide learners to analyse what they have seen and link it to health and wellness. Encourage learners to accept divergent opinions. Give further explanations to learners who need support by using probing or leading questions for them to clarify responses where necessary. ● In mixed groupings, learners explore from the internet, library or other sources and come up with their own definition of health. Learners discuss their meanings of the keywords in their definition of health. ● Encourage learners to contribute to the discussion verbally, through writing or any other means they are comfortable with. Make room for learners who can explore from multiple sources and provide a wider range of information. ● Learners suggest daily life activities that can positively impact health and wellness. ● Discuss how healthy living impacts their ability to perform tasks in PEH and share what they have learnt	In mixed-gender and ability groups, learners watch videos or pictures of people engaged in physical exercises, drinking water, eating a balanced diet, sleeping and cleaning their immediate surroundings. By providing probing questions, guide learners to analyse what they have seen and link it to health and wellness. Encourage learners to accept divergent opinions. Give further explanations to learners who need support by using probing or leading questions for them to clarify responses where necessary., etc.	
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	with their partners while ensuring gender-neutral pairings. ● In mixed groups, learners analyse habits that need to be prevented/corrected to ensure health and wellness. Ensure all learners collaborate and contribute to the discussion. Learners can present their findings verbally, through writing or by any other means they are comfortable with. Make room for learners to explore using a wide range of information sources. ● Emphases the need for patience and respect for each other. Invite leaders to share their findings with the whole class, etc. iii. Key Assessments ● Explain the term, health. ● Describe three ways by which the understanding how the concept of wellness can affect the sports performance of student athletes. ● Analyse two activities that depict healthy living and how they can impact our live, etc. (Week 2): i) Task ● Explain any three components of health and wellness. ● Match five daily activities with their components of health and wellness. ● In small groups of 4-6, learners use the chart below as a guide to design	Key Assessments Explain the term, health, etc. (Week 2): i. Task Explain any three components of health and wellness., etc.	
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	a healthy lifestyle plan. Learners should individually complete a plan for the next thirty days and report to their groups daily. etc. (refer to the teacher manual for further reading) ii) Pedagogical Exemplars ● Show a video/picture(s) of people of various walks of life engaged in different activities. Learners in mixed-ability groups identify and describe what they see. ● Learners in mixed groupings explore the internet, library books or other available sources for information and categorise the observed activities mentioned above into the components of health and wellness. Encourage learners to assist each other while exploring extensively for wider information. ● In groups, learners discuss activities that can help to achieve each of the components of health and wellness. Learners can input orally, in writing or in any convenient approach etc. iii) Key Assessments ● List two ways of improving or addressing emotional health and wellness issues. ● Explain the components of health and wellness.	ii) Pedagogical Exemplars Show a video/picture(s) of people of various walks of life engaged in different activities. Learners in mixed-ability groups identify and describe what they see, etc. iii. Key Assessment List two ways of improving or addressing emotional health and wellness issues., etc.	
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	- Analyse four solutions on how to address environmental issues to improve health and wellness in each of the following: Classroom, Home, Community, etc. e) Performing Arts (Week 1): i. Task - Different learning preferences and styles. - Varying reading skills and language proficiencies. - Historical and cultural context for the selected Ghanaian issues, aiding students' understanding and connection to the topics, etc. ii. Pedagogical Exemplars - Allowing learners to choose their preferred research methods, such as interviews, surveys, field research, or documentary analysis, based on their strengths and interests. - Encouraging collaborative research partnerships, where learners work in pairs or small groups to share their findings and insights, fostering teamwork and shared expertise. - Offering guided research tasks with step-by-step instructions for learners who may require additional support in conducting research effectively.	e) Performing Arts (Week 1): i. Task Different learning preferences and styles., etc. ii. Pedagogical Exemplars Allowing learners to choose their preferred research methods, such as interviews, surveys, field research, or documentary analysis, based on their strengths and interests, etc.	
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	iii. Key Assessment - Assigning essays where learners outline and describe their artistic concepts, detailing how they plan to convey their chosen issue through dance, music, or drama. - Encouraging learners to create artistic proposals that include concept descriptions, sketches, or outlines of their performances, that cater for those with a more visual or creative orientation. - Multimedia Concept Presentations: Allowing learners to develop multimedia presentations, where they articulate their artistic concepts using a combination of text, images, audio, and video to address different learning styles. (Week 2): i. Task - Offering different sets of parameters to cater for learners' interests and skill levels. Providing options for complexity, such as simpler or more challenging constraints. - Allowing learners to choose from a list of alternative themes or topics within the given parameters, allowing for personalization and connection to individual interests.	iii. Key Assessment Assigning essays where learners outline and describe their artistic concepts, detailing how they plan to convey their chosen issue through dance, music, or drama, etc. (Week 2): i. Task Offering different sets of parameters to cater for learners' interests and skill levels. Providing options for complexity, such as simpler or more challenging constraints, etc. ii) Pedagogical Exemplars	
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	● Offering a range of examples and models that demonstrate how to work within specific constraints while still fostering creativity, etc. ii. Pedagogical Exemplars ● Providing step-by-step guidance for planning and design, including templates or checklists that will help learners navigate the creative process within the given parameters. ● Encouraging learners to work in pairs or small groups where they can share ideas and collaborate on the design process. ● Offering individual consultations or feedback sessions where learners can discuss their ideas and get guidance on how to align their creative vision with the given parameters, etc. iii. Key Assessment ● Allowing learners to choose the artistic form they are most comfortable with, whether it's dance, music, or drama, to create their final product. ● Encouraging learners to submit multiple drafts or iterations of their creative work, allowing for revisions and improvements based on feedback.	Providing step-by-step guidance for planning and design, including templates or checklists that will help learners navigate the creative process within the given parameters, etc. iii) Key Assessment Allowing learners to choose the artistic form they are most comfortable with, whether it's dance, music, or drama, to create their final product, etc.	
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	• Providing options for learners to either perform their work live or record it for a digital presentation, accommodating different comfort levels and accessibility, etc. 2.5 Ask teachers in their subject groups or as individuals to complete learning planners for Week 2. Teachers should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning planner to cater for all learners (NTS 3a, 3e-3g and 3k).	2.5 In your subject groups or as individuals, complete learning planners for Week 2. You should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning planner to cater for all learners (NTS 3a, 3e-3g and 3k).	
3. Peer-review of learning plans. Reviewing plans to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to exchange one of their learning plans with colleagues in the same department (where applicable) and peer review the content (such as essential questions, key notes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan (NTS 1a, 1b and 1e-1g). Note: Areas for vital review: - Alignment between teacher manual and learning plans. - Innovativeness of pedagogical choices - Incorporation of GESI, SEL, national values and 21st century skills	3.1 Exchange one of your learning plans with colleagues in the same department (where applicable) and peer review the content (such as essential questions, key notes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan (NTS 1a, 1b and 1e-1g). Note: Areas for vital review: - Alignment between teacher manual and learning plans. - Innovativeness of pedagogical choices - Incorporation of GESI, SEL, national values and 21st century skills	10 mins

	d) Differentiated instruction and assessment e) Appropriateness of crafted essential questions, etc. 3.2 Ask teachers to implement the recommendations made by a peer reviewer to their learning plans as appropriate (NTS 1b).	d) Differentiated instruction and assessment e) Appropriateness of crafted essential questions, etc. 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1b).	
4. Reflection on the session: ● Reflecting on what has been learned in the session. ● Advance preparation towards next PLC session	4.1 Ask teachers to share their views and experiences about the session (NTS 1a). 4.2 Encourage teachers who did not complete their learning plans during the session to complete them (NTS 3l). 4.3 Remind teachers to read the contents of Weeks 3 and 4 of the teacher manual ahead of time and the DPLC Handbook Session 3 in preparation for the next session and bring along their DPLC Handbook and teacher manual (NTS 1a, 1b).	4.1 Share your views and experiences about the session (NTS 1a). 4.2 Those who could not complete your learning plans during the session should complete them (NTS 3l). 4.3 Remember to read the contents of Weeks 3 and 4 of the teacher manual ahead of time and the DPLC Handbook Session 3 in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a, 1b).	10 mins

DPLC Session 3: Developing learning plans for Weeks 3 and 4			
The sections below provide the frame for what is to be done in the session.	Guidance notes on Leading the DPLC Session. What the PLC Coordinator will have to say during each stage of the session	Guidance Notes on Teacher Activity during the DPLC Session. What teachers will do during each stage of the session	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Start the session by asking teachers to share two things they did differently based on DPLC Session 2, developing learning plans for Weeks 1 and 2, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learned in DPLC Session 2, developing learning plans for Weeks 1 and 2, that supported learning (NTS 1b).	1.1 Share two things you did differently based on DPLC Session 2, developing learning plans for Weeks 1 and 2, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, discuss why you think what a colleague did through the application of lessons learned in DPLC Session 2, developing learning plans for Weeks 1 and 2, that supported learning (NTS 1b).	10 min s
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st-century skills and national values (2	2.1 Ask a teacher to read aloud the Purpose, Learning Outcomes (LOs), and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist teachers in the Art department in utilising the teacher manual to create learning plans for lessons during Weeks 3 and 4. Art department teachers will focus on developing learning plans for the following lessons:	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose: The purpose of this session is to assist teachers in the Art department in utilising the teacher manual to create learning plans for lessons during Weeks 3 and 4. Art department teachers will focus on developing learning plans for the following lessons:	60 min s

learning planners to be completed per session)	a) Art and Design Foundation: i. Role of materials in the environments as basic media for creative expression in indigenous Ghanaian Art. ii. Myths and legends in major indigenous African cultures and their artworks. b) Art and Design Studio: i. Nature, technique and purpose of art materials. ii. Basic methods and techniques in creating 2-D and 3-D art and design works. c) Physical Education and Health - Core: i. Traditional Dance as a physical and recreational activity ii. Traditional dance (a local or regional specific dance, e.g. (Agbadza). d) Physical Education and Health - Elective: i. Healthy eating behaviour and how that promotes physical health ii. Nutrition in healthy living e) Performing Arts: i. Rehearse and perform their own dance, music, drama and record the final production.	a) Art and Design Foundation: i. Role of materials in the environments as basic media for creative expression in indigenous Ghanaian Art. ii. Myths and legends in major indigenous African cultures and their artworks. b) Art and Design Studio: i. Nature, technique and purpose of art materials. ii. Basic methods and techniques in creating 2-D and 3-D art and design works. c) Physical Education and Health - Core: i. Traditional Dance as a physical and recreational activity ii. ii. Traditional dance (a local or regional specific dance, e.g. (Agbadza). d) Physical Education and Health - Elective: i. Healthy eating behaviour and how that promotes physical health ii. Nutrition in healthy living e) Performing Arts: i. Rehearse and perform their own dance, music, drama and record the final production.	
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	ii. Research and discuss emerging Ghanaian topical issues and document them for class presentation. LO 1: Develop subject-specific learning plans for teaching Weeks 3 and 4 lessons using the teacher manual, taking into account GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k) LI 1.1 Discuss the important aspects in Weeks 3 and 3 Art Department lessons in the teacher manual including content standards, LOs, LIs, key concepts, GESI, pedagogical exemplars and assessment strategies of the learning planner template LI 1.2 Complete the learning planner templates for Weeks 3 and 4 Art Department lessons taking into consideration cross-cutting issues, GESI responsive resources, pedagogical exemplars and assessment strategies proposed in the teacher manual. LO 2: Review the learning plans for Weeks 3 and 4 of the subject-based Art Department lessons (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions,	ii. Research and discuss emerging Ghanaian topical issues and document them for class presentation. LO 1: Develop subject-specific learning plans for teaching Weeks 3 and 4 lessons using the teacher manual, taking into account GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k) LI 1.1 Discuss the important aspects in Weeks 3 and 3 Art Department lessons in the teacher manual including content standards, LOs, LIs, key concepts, GESI, pedagogical exemplars and assessment strategies of the learning planner template LI 1.2 Complete the learning planner templates for Weeks 3 and 4 Art Department lessons taking into consideration cross-cutting issues, GESI responsive resources, pedagogical exemplars and assessment strategies proposed in the teacher manual. LO 2: Review the learning plans for Weeks 3 and 4 of the subject-based Art learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3h, 3k and 3o). LI 2.1 Critique the content (such as essential questions,	
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	key notes for differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 3 and 4 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer into the learning plans for Weeks 3 and 4 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 Ask teachers to refer to their teacher manual and read silently the content standards, LOs, LIs and pedagogical exemplars for their subjects in Weeks 3 and 4. Refer to Appendix 2.1 and Appendix 2.2 of the DPLC Handbook (NTS 1a, 2c, 2f and 3d-3g). 2.3 Ask teachers to discuss at least two essential questions that will guide the lesson activities for Weeks 3 and 4 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation - (Week 3): i. How would the knowledge of materials in the environment used in making indigenous Ghanaian art help learners to design and build creative concepts?	key notes for differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 3 and 4 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer into the learning plans for Weeks 3 and 4 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 Refer to your teacher manual and silently read the content standards, LOs, LIs and pedagogical exemplars for their subjects in Weeks 3 and 4. Refer to Appendix 2.1 and Appendix 2.2 of the DPLC Handbook (NTS 1a, 2c, 2f and 3d-3g). 2.3 Discuss at least two essential questions that will guide the lesson activities for Weeks 3 and 4 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation - (Week 3): How would the knowledge of materials in the environment used in making indigenous Ghanaian art help learners to design and build creative concepts?	
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	ii. How can learners identify materials in the environment that can be used in the making of indigenous Ghanaian Art? iii. In what way can the knowledge of art materials in the environment help learners to use them sustainably? (Week 4): i. How did myths and legends help in the development of art in major indigenous African cultures, ii. What are some characteristics of artworks associated with myths and legends in major indigenous African cultures. iii. In which way did myths and legends in major indigenous African cultures serve as inspiration for making artworks, etc. iv. How would the learner explain myths and legends? b) Art and Design Studio - (Week 3): i. What diverse forms of art and design are prevalent within the community, and how do they reflect cultural, historical, or societal influences? ii. How can the inventory of art and design works in the community contribute to a deeper	(Week 4): How did myths and legends help in the development of art in major indigenous African cultures, b) Art and Design Studio - (Week 3): What diverse forms of art and design are prevalent within the community, and how do they reflect cultural, historical, or societal influences?	
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	understanding of local traditions, craftsmanship, and contemporary artistic expressions? iii. In what ways can the exploration of art and design in the community foster cultural appreciation, cross-cultural dialogue, and collaboration within and beyond the local context? Week 4): i. How do artists manipulate space, form, and perspective to differentiate between two-dimensional and three-dimensional artworks? ii. What criteria can we use to classify artworks as two-dimensional or three-dimensional, and how do these classifications intersect with concepts such as medium, technique, and intention? iii. What are some functional uses of two dimensional and three-dimensional artworks and how can understanding these contexts enhance our appreciation and interpretation of visual art c) Physical Education and Health - Core (Week 3): i. What measures can be put in place to ensure	(Week 4): How do artists manipulate space, form, and perspective to differentiate between two-dimensional and three-dimensional artworks? c) Physical Education and Health - Core (Week 3): What measures can be put in place to ensure that learners with	
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	that learners with diverse needs would effectively participate and benefit from the lesson? ii. In what ways are traditional dances related to physical and recreational activity? iii. How will traditional dance as a form of physical and recreational activity help to improve health related fitness? (Week 4): i. What adaptations can be incorporated into a traditional dance (Agbadza) to enhance participation for improved health and fitness components of individuals? ii. How will the performance of a traditional dance as a physical and recreational activity help individuals to develop love and appreciation for the Ghanaian culture? iii. How will an adapted traditional dance (e.g., Agbadza) contribute to individuals' physical, emotional and cultural development? d) Physical Education and Health - Elective (Week 3): i. What resources can I use to help learners to practically understand the	diverse needs would effectively participate and benefit from the lesson?etc. (Week 4): What adaptations can be incorporated into a traditional dance (Agbadza) to enhance participation for improved health and fitness components of individuals? d) Physical Education and Health - Elective (Week 3): What resources can I use to help learners to practically understand the concept of a healthy	
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	concept of a healthy diet and healthy eating? ii. What connections can be made between healthy eating behaviours and promotion of physical health? iii. Why should individuals eat high Fiber food? (Week 4): i. What visual tools or techniques are most effective in representing the relationships between nutrition and nutrients for a healthy living? ii. What are the roles of Non-Essential Nutrients in the growth and development of adolescents? iii) How will nutrition help in preventing chronic diseases such as obesity, diabetes and cardiovascular diseases, suggest specific dietary recommendations and lifestyle changes to curb the risk of these conditions. etc. e) Performing Arts - (Week 3): i. How can performers be made to collaborate and communicate effectively during rehearsals?	diet and healthy eating? etc. (Week 4): What visual tools or techniques are most effective in representing the relationships between nutrition and nutrients for a healthy living? e) Performing Arts - (Week 3): How can performers be made to collaborate and communicate effectively during rehearsal? etc.	
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	ii. What role does plan and organisation play in the successful execution of a performance? iii. How do you select and incorporate music, sound effects, or visual elements to enhance the performance? etc. (Week 4): i. What are the current key issues or challenges facing Ghana today? ii. How do emerging Ghanaian issues compare and contrast with global or regional challenges? iii. How can technology and multimedia tools be leveraged to enhance class presentations on these emerging issues? etc. 2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 3 and 4 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation - (Week 3) i) Task ● Use available manual and digital resources to analyse and categorise art media according to their nature, form and purpose, ● Examine how art	(Week 4): What are the current key issues or challenges facing Ghana today? etc 2.4 Discuss at least two key notes on differentiation for Weeks 3 and 4 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. Art and Design Foundation - (Week 3): i. Task Use available manual and digital resources to analyse and categorise art media according to their nature, form and purpose.	
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	materials found in the environment have been used in creating indigenous Ghanaian artworks, • Discuss the roles of art materials in the environment as basic media for creating indigenous Ghanaian artworks, etc. ii) Pedagogical Exemplars In small groups, learners should use available resources such as actual art and design works, photographs, videos etc to identify and document materials used in art and design works found in the community. These should include both conventional and contemporary materials., • In mixed groups, task learners use the appropriate manual and digital media to categorise and classify the materials according to nature, uses (purpose), and form. • In gender-sensitive groups, allow learners to generate a manual/digital pictorial chart to classify how art media has been used to create art and design works according to their nature and uses.	ii. Pedagogical Exemplars In small groups, learners should use available resources such as actual art and design works, photographs, videos etc to identify and document materials used in art and design works found in the community. These should include both conventional and contemporary materials.	
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	iii. Key Assessment ● Develop a written/pictorial/video documentation of both conventional and contemporary materials used in making art and design works. ● Generate a written/pictorial/video report that shows the categorisation and classification of art media according to their nature, form and purpose. Develop a manual/digital pictorial chart that shows how the various classifications of art media have been used to create art and design works according to their nature and uses Week 4): i. Task ● What is the relevance of myths and legends in indigenous African cultures? ● How have myths and legends inspired the creation of art in indigenous African cultures? ● What constitutes myths and legends? ii. Pedagogical Exemplars In class discussion, let learners analyse the term “myths and legends” and their	iii. Key Assessment ● Develop a written/pictorial/video documentation of both conventional and contemporary materials used in making art and design works. (Week 4): i. Task What is the relevance of myths and legends in indigenous African cultures? ii. Pedagogical Exemplars In class discussion, let learners analyse the term “myths and legends” and their relevance to society. Where required learners should be	
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	relevance to society. Where required learners should be provided with support/materials such as images on portfolio and portfolio-building, ● In smaller groups, moderate learners to use the available resources to research and develop a table for myths and legends in selected indigenous African cultures and the artworks associated with them and also help learners to look for examples from indigenous African cultures such as Baule, Asante, Fulani, Mossi, Bambara, Baganda, Zulu, Bini, Massai etc. ● Guide learners to discuss how myths, legends, and materiality has inspired the creation of art in indigenous African cultures by encouraging them to use the table they generated as well as available photographs, videos and real objects iii. Key Assessment ● Discuss at least three legends and myths in selected indigenous African cultures Accept written/oral description of at least five (5) artworks associated with myths and legends in major	provided with support/materials such as images on portfolio and portfolio-building,. iii. Key Assessment ● Discuss at least three legends and myths in selected indigenous African cultures Accept written/oral description of at least five (5) artworks associated with myths and legends in major	
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	indigenous African cultures • present a written/oral report on some of the common myths and legends in some of the indigenous African cultures • Draw a 2-page (manual/digital) table of myths and legends in selected indigenous African cultures and the artworks associated with them. b) Art and Design Studio - (Week 3): i. Task • Use available manual and digital resources to analyse and categorise art media according to their nature, Form and Purpose • Create a pictorial / tactile inventory of objects identified in the environment, • Categories and examine the suitability or unsuitability of the creative objects found in the environment, etc. ii. Pedagogical Exemplars • In small groups, learners should use available resources such as actual art and design works, photographs, videos etc to identify and document materials used in art and design works found in the	indigenous African cultures b) Art and Design Studio - (Week 3): i. Task Use available manual and digital resources to analyse and categorise art media according to their nature, Form and Purpose ii. Pedagogical Exemplars In small groups, learners should use available resources such as actual art and design works, photographs, videos etc to identify and document materials used in art and design works found in the	
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	community. These should include both conventional and contemporary materials. • In mixed groups, task learners use the appropriate manual and digital media to categorise and classify the materials according to nature, uses (purpose), and form • In gender-sensitive groups, allow learners to generate a manual/digital pictorial chart to classify how art media has been used to create art and design works according to their nature and uses. iii. Key Assessment • Develop a written/pictorial/video documentation of both conventional and contemporary materials used in making art and design works. • Generate a written/pictorial/video report that shows the categorisation and classification of art media according to their nature, form and purpose. • Develop a manual/digital pictorial chart that shows how the various classifications of art media have been used to create art and	community. These should include both conventional and contemporary materials. iii. Key Assessment Develop a written/pictorial/video documentation of both conventional and contemporary materials used in making art and design works	
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	design works according to their nature and uses (Week 4): i. Task - Identify basic methods and techniques in creating 2-D and 3-D art and design works, - Discuss how digital tools and software can be used in the creation of 2-D digital illustrations and 3-D computer-generated imagery (CGI) in modern art and design practices - Use some of the basic methods and techniques to generate and design concepts for creating 2-D and 3-D art and design works, etc. ii. Pedagogical Exemplars - In convenient groups, task learners to use the relevant digital and manual resources to identify and document possible step-by-step process(es) of creating selected 2-D artwork and 3-D artwork - In groups, learners should compare the methods of creating 2-D mixed-media artworks, such as collage, printmaking, painting techniques with the process of creating 3-D mixed-media sculptures that incorporate found	(Week 4): i. Task Identify basic methods and techniques in creating 2-D and 3-D art and design works, etc. ii. Pedagogical Exemplars In convenient groups, task learners to use the relevant digital and manual resources to identify and document possible step-by-step process(es) of creating selected 2-D artwork and 3-D artwork	
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	objects, textiles, and various construction materials. The similarities and differences should be highlighted. ● In small groups, create a pictorial chart or a PowerPoint presentation on how the manual and digital techniques and processes have been used to create 2D and 3D art and design works. iii. Key Assessment ● Categorise Two-Dimensional and Three-Dimensional artworks ● Prepare a written/pictorial report on the similarities and differences in the methods and techniques in creating 2-D and 3-D art and design works. ● Create a pictorial chart or a PowerPoint presentation to show how the manual and digital techniques and processes have been used to create 2D and 3D art and design works c) Physical Education and Health - Core (Week 3): i. Task ● Make a list of traditional dances in Ghana ● State the meaning of traditional dance	iii. Key Assessment Categorise Two-Dimensional and Three-Dimensional artworks, etc c) Physical Education and Health - Core (Week 3): i. Task Make a list of traditional dances in Ghana	
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	• What are the health benefits of engaging in traditional dance. etc. ii. Pedagogical Exemplars Put learners into mixed-ability, mixed-culture and mixed-gender groups, and based upon the videos or pictures of dance and responses from the class during the introduction section. Guide the class to make a list of traditional dances and create a shared understanding of the meaning of traditional dance. Ask learners to paste their ideas or views on the meaning of traditional dance and the list of traditional dances on the classroom wall for a gallery walk. Monitor group activities to provide assistance where necessary. Encourage learners to respect and tolerate the diverse views and ideas of other learners during the discussion. Teacher to summarise findings to whole class group. ·In the same groupings, engage learners to discuss and explain traditional dance as a physical and recreational activity with the aid of pictures or videos of people dancing or engaging in different physical activities. Ask learners to make notes for presentation. Engage	ii. Pedagogical Exemplars Put learners into mixed-ability, mixed-culture and mixed-gender groups, and based upon the videos or pictures of dance and responses from the class during the introduction section. Guide the class to make a list of traditional dances and create a shared understanding of the meaning of traditional dance. Ask learners to paste their ideas or views on the meaning of traditional dance and the list of traditional dances on the classroom wall for a gallery walk. Monitor group activities to provide assistance where necessary. Encourage learners to respect and tolerate the diverse views and ideas of other learners during the discussion. Teacher to summarise findings to whole class group.	
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	the learners in a whole class discussion to clearly get the meanings of the various concepts discussed and note agreed meanings for all the class to view and write down. ·In mixed-ability groups, guide learners to identify the link between traditional dance, physical and recreational activities and discuss the health benefits of engaging in traditional dances. An external speaker/resource person can be invited to speak to the learners. The teacher should invite learners to summarise key points in the lesson and fill in gaps left by learners during presentation, providing learners with areas to research or read on for the next lesson. iii. Key Assessment ● State the meaning of traditional dance and give at least three examples of a traditional dance in Ghana. ● Describe traditional dance as physical and recreational activity and give at least four health benefits of engaging traditional dances. ● Explain at least three ways traditional		
		iii. Key Assessment ● State the meaning of traditional dance and give at least three examples of a traditional dance in Ghana	

	dances are related to physical and recreational activity and give at least six health benefits of engaging in traditional dances. etc. (Week 4): i. Task ● Briefly narrate the background to the dance. ● Perform at least two steps involved in performing the dance. ● Perform the dance with all steps involved in performing it. etc. ii. Pedagogical Exemplars ● Show a video to the whole class of the dance to be learned. Take learners through the steps involved in the dance and aid them in their various groups to practise the dance following the steps. Go round to supervise and give assistance where necessary. Give special attention to learners who have special challenges that may impede their ability to freely engage in the activities. Give such learners more time to do their activities. ● Put learners in mixed-ability and mixed-cultural groups. These should be done to engage the gifted and	(Week 4): i. Task Briefly narrate the background to the dance. ii. Pedagogical Exemplars Show a video to the whole class of the dance to be learned. Take learners through the steps involved in the dance and aid them in their various groups to practise the dance following the steps. Go round to supervise and give assistance where necessary. Give special attention to learners who have special challenges that may impede their ability to freely engage in the activities. Give such learners more time to do their activities..	
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	talented learners to support their peers to achieve the steps. Present learners with a short background to the dance of the day and take them through the music of the dance with the aid of an audio recording of the music. Lead learners through a short aerobics exercise for warm up. Take learners through the dance moves step by step and give them time to practise the dance. The teacher should go round to support and encourage learners. ● Invite groups to perform their dance to the class. Summarise the lesson by going over how to perform the dance step-by-step to the whole class. Group and help learners to select a traditional dance to research on and practice for the next lesson. . iii. Key Assessment ● Perform the dance with at least two steps involved. ● Perform the dance with three steps involved in performing it. ● Orally narrate the background to the dance and perform the dance with all steps		
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	involved in performing it. d) Physical Education and Health - Elective (Week 3): i. Task • Discuss three objectives of a food pyramid. Encourage the use of digital devices. • Prepare a one-week menu for an athlete preparing for inter-school sports competition. • Learners design their personal weekly healthy eating plan taking into consideration cultural, social and financial backgrounds with the support of their parents, etc. ii. Pedagogical Exemplars • Show a video or pictures of people eating various kinds of local foods and invite learners to describe what type of food they see and relate them to food portions and nutritional requirements. • Guide learners in mixed-ability, gender, etc. groupings to reflect on how, what and when they eat. Use it as a guide to explain the meaning of healthy eating while being tolerant of the opinions of	d) Physical Education and Health – Elective (Week 3): i. Task Discuss three objectives of a food pyramid. Encourage the use of digital devices, etc. ii. Pedagogical Exemplars Show a video or pictures of people eating various kinds of local foods and invite learners to describe what type of food they see and relate them to food portions and nutritional requirements., etc.	
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	each other. - Engage learners with the aid of their mobile devices/computers to research and discuss the objectives of a food pyramid. Motivate learners to actively participate in the research using approaches within their means and contribute to the discussion verbally, through writing or any other means they are comfortable with. Make room for learners who can explore from multiple sources and provide a wider range of information, etc. iii. Key Assessment - State three factors to consider when selecting a healthy diet. Accept oral responses. - Explain what is meant by the term 'healthy eating'. Accept oral or written responses. - Analyse the quality and wholesomeness of home cooked Ghanaian local diets with foreign processed diets. Accept written description responses,, etc. (Week 4): i. Task - Describe two deficiency diseases	iii. Key Assessment State three factors to consider when selecting a healthy diet. Accept oral responses, etc. Week 4): i. Task Describe two deficiency diseases each of	
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	each of essential nutrients and non-essential nutrients. ● Explain four benefits of essential nutrients and non-essential nutrients. ● Compare and contrast the relationships between essential nutrients and non-essential nutrients, etc. ii. Pedagogical Exemplars ● Show videos or pictures of some local dishes and ask learners to identify the nutritional values of those foods. Encourage learners to accept divergent opinions, analyse them and arrive at the right answer. Give further explanations to learners who need support by using probing or leading questions for learners to clarify responses where necessary. ● With the aid of their digital devices, learners individually research the meanings of essential nutrients and non-essential nutrients and write them in their jotters. ● Learners in small groups, research individually within the group to gather information on the benefits of the various	essential nutrients and non-essential nutrients, etc. ii. Pedagogical Exemplars Show videos or pictures of some local dishes and ask learners to identify the nutritional values of those foods. Encourage learners to accept divergent opinions, analyse them and arrive at the right answer. Give further explanations to learners who need support by using probing or leading questions for learners to clarify responses where necessary. etc.	
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	types of essential and non-essential nutrients, then discuss them with the group etc. iii. Key Assessment ● Identify four reasons why we eat. ● Explain essential and non-essential nutrients. ● Describe how essential and non-essential nutrients contribute to the growth and development of adolescents? Give three examples of each, etc. e) Performing Arts - (Week 3): i. Task ● Creating a tiered or levelled content paths for learners to choose materials based on their readiness, with options for introductory, intermediate, and advanced resources, ● Allowing learners to explore different genres of dance, music, and drama. Offer materials and resources related to classical, contemporary, cultural, and experimental forms to pique their interests, ● Including content that highlights the diversity of performing arts from various cultures	iii. Key Assessment Identify four reasons why we eat, etc e) Performing Arts - (Week 3): i. Task Creating a tiered or levelled content paths for learners to choose materials based on their readiness, with options for introductory, intermediate, and advanced resources, etc.	
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	and regions. This helps students gain a broader perspective on the topic, etc. ii Pedagogical Exemplars ● Utilising flexible grouping strategies to allow learners to choose to work individually, in pairs, or in small groups based on their preferences and collaborative skills, ● Providing a list of themes or topics related to performing arts, and let students select one that resonates with them for their project. This allows for personalised engagement, ● Setting up learning stations or centres where learners can rotate and engage in different activities related to dance, music, drama, etc. iii. Key Assessment ● Offering various options for the final product to allow some learners to focus on choreography, while others may prefer composing music or directing a drama production, ● Allowing students to choose between creating a performance (e.g., a live dance performance) or a	ii Pedagogical Exemplars Utilising flexible grouping strategies to allow learners to choose to work individually, in pairs, or in small groups based on their preferences and collaborative skills, etc. iii. Key Assessment Offering various options for the final product to allow some learners to focus on choreography, while others may prefer composing music or directing a drama production, etc.	
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	portfolio of their work (e.g., a written reflection, video documentation, and analysis of their performance), ● Encouraging students to use multimedia tools for their final product. They can create digital recordings, videos, podcasts, or multimedia presentations that showcase their work, etc. (Week 4): i. Task ● Provide range of materials, such as articles, videos, podcasts, and interviews, covering the emerging Ghanaian issues, ● Offering different levels of complexity for research materials by creating tiered content by providing primary sources, summaries, and expert analyses so that students can access information suitable for their readiness, ● Incorporating multimedia resources like documentaries, TED talks, or infographics to engage visual and auditory learners, etc. ● Incorporating multimedia resources like documentaries,		
		(Week 4): i. Task Providing a range of materials, such as articles, videos, podcasts, and interviews, covering the emerging Ghanaian issues, etc.	

	TED talks, or infographics to engage visual and auditory learners, etc. ii. Pedagogical Exemplars • Allowing learners to select their working partners or groups based on shared interests in specific issues. This promotes autonomy and collaborative learning, • Permitting learners to choose their research methods, such as surveys, interviews, content analysis, or case studies. This empowers them to select an approach that aligns with their strengths and preferences, • Assigning advanced students to mentor or provide guidance to peers who may need extra support with research or presentation skills, etc. iii. Key Assessment • Allowing learners to choose their presentation format, such as traditional reports, multimedia presentations, debates, or role-play simulations, • Enabling learners to decide the audience for their presentations, • Establishing assessment criteria collaboratively with learners to ensure that	ii. Pedagogical Exemplars Allowing learners to select their working partners or groups based on shared interests in specific issues. This promotes autonomy and collaborative learning, etc. iii. Key Assessment Allowing learners to choose their presentation format, such as traditional reports, multimedia presentations, debates, or role-play simulations, etc.	
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	the evaluation process aligns with their goals and expectations, etc. 2.5 Ask teachers in their subject groups or as individuals to complete learning planners for Weeks 3 and 4. Teachers should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning planner to cater for all learners (NTS 3a, 3e-3g and 3k).	2.5 In your subject groups or as individuals complete learning planners for Weeks 3 and 4. Include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning planner to cater for all learners (NTS 3a, 3e-3g and 3k).	
3. Peer-review of learning planners. Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided	3.1 Ask teachers to exchange one of their learning plans with colleagues in the same department (where applicable) and peer review the content (such as essential questions, key notes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan (NTS 1a, 1b and 1e-1g). Note: Areas for vital review: a) Alignment between teacher manual and learning plans. b) Innovativeness of pedagogical choices c) Incorporation of GESI, SEL, National values and 21st century skills d) Differentiated instruction and	3.1 Exchange one of your learning plans with colleagues in the same department (where applicable) and peer review the content (such as essential questions, key notes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan (NTS 1a, 1b and 1e-1g). Note: Areas for vital review: a) Alignment between teacher manual and learning plans. b) Innovativeness of pedagogical choices c) Incorporation of GESI, SEL, National values and 21st century skills d) Differentiated instruction and	10 mins

	assessment e) Appropriateness of crafted essential questions, etc. 3.2 Ask teachers to implement the recommendations made by the peer reviewer in their learning plans (NTS1e, 3a).	assessment e) Appropriateness of crafted essential questions, etc. 3.2 Implement the recommendations made by the peer reviewer in your learning plans (NTS1e, 3a).	
4. Reflection on the session: • Reflecting on what has been learned in the session. • Advance preparation towards next PLC session	4.1 Ask teachers to share their views and experiences about the session (NTS 1a). 4.2 Encourage teachers who did not complete their learning plans during the session to complete them (NTS 3I). 4.3 Remind teachers to read the contents of Weeks 5 and 6 of the teacher manual ahead of time and the DPLC Handbook Session 4 in preparation for the next session and bring along their DPLC Handbook and teacher manual (NTS 1a, 1b).	4.1 Share your views and experiences about the session (NTS 1a). 4.2 Those who did not complete your learning plans during the session should complete them (NTS 3I). 4.3 Remember to read the contents of Weeks 5 and 6 of the teacher manual ahead of time and the DPLC Handbook Session 4 in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a, 1b).	10 min s

DPLC Session 4: Developing learning plans for Weeks 5 and 6

The sections below provide the frame for what is to be done in the session.	Guidance notes on Leading the DPLC Session. What the PLC Coordinator will have to say during each stage of the session	Guidance Notes on Teacher Activity during the DPLC Session. What teachers will do during each stage of the session	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Start the session by asking teachers to share two things they implemented based on the DPLC Session 3, developing learning plans for Weeks 3 and 4, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learned in DPLC Session 3, developing learning plans for Weeks 3 and 4, supported learning (NTS 1a-1c).	1.1 Share two things you implemented based on DPLC Session 3, developing learning plans for Weeks 3 and 4, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, discuss why you think what a colleague did through the application of lessons learned in DPLC Session 3, developing learning plans for Weeks 3 and 4, supported learning (NTS 1a-1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, Differentiation, 21st Century Skills and National Values (2 learning planners to be	2.1 Ask a teacher to read aloud the Purpose, Learning Outcomes (LOs), and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist teachers in the Art Department in utilising the teacher manual to create learning plans for lessons during Weeks 5 and 6. Art department teachers will focus on developing learning plans for the following lessons: a) Art and Design Foundation,	2.1 Read the Purpose, Learning Outcomes (LOs), and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist teachers in the Art Department in utilising the teacher manual to create learning plans for lessons during Weeks 5 and 6. Art department teachers will focus on developing learning plans for the following lessons: a) Art and Design Foundation,	60 mins

completed per session)	i. Impact of indigenous artworks on African cultures ii. Contributions of indigenous African art to Global art iii. Art of major ancient cultures with timelines b) Art and Design Studio: i. Basic methods for preparing and storing art media ii. Concept of professional practice in Art. c) Physical Education and Health - Core: i. Traditional dance (a local or regional specific dance, e.g. Kpanlogo). ii. Traditional dance (a traditional dance from anywhere in the country, e.g. Adowa). d) Physical Education and Health -Elective: i. The impact of diet on healthy living ii. The concept of human diseases e) Performing Arts: i. Compose/Choreograph a five to ten minutes piece of dance, music and/or drama based on emerging topical issues in Ghana Essential Questions ii. Identify and assign roles to be performed in a five to ten minutes piece of dance, music and/or drama through production conference(s)	i. Impact of indigenous artworks on African cultures ii. Contributions of indigenous African art to Global art iii. Art of major ancient cultures with timelines b) Art and Design Studio: i. Basic methods for preparing and storing art media ii. Concept of professional practice in Art. c) Physical Education and Health - Core: i. Traditional dance (a local or regional specific dance, e.g. Kpanlogo). ii. Traditional dance (a traditional dance from anywhere in the country, e.g. Adowa). d) Physical Education and Health - Elective: i. The impact of diet on healthy living ii. The concept of human diseases e) Performing Arts: i. Compose/Choreograph a five to ten minutes piece of dance, music and/or drama based on emerging topical issues in Ghana Essential Questions ii. Identify and assign roles to be performed in a five to ten minutes piece of dance, music and/or drama through	
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	LO 1: Develop subject-specific learning plans for teaching Weeks 5 and 6 lessons using the teacher manual, considering GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss the important aspects in Weeks 5 and 6 Art Department lessons in the teacher manual including content standards, LOs, LIs, key concepts, GESI, pedagogical exemplars and assessment strategies of the learning planner template LI 1.2 Complete the learning planner templates for Weeks 5 and 6 Art Department lessons taking into consideration cross-cutting issues, GESI responsive resources, pedagogical exemplars and assessment strategies proposed in the teacher manual. LO 2: Review the learning plans for Weeks 5 and 6 of the subject-based Art Department lessons (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, keynote on differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 5 and 6 in line with	production conference(s) LO 1: Develop subject-specific learning plans for teaching Weeks 5 and 6 lessons using the teacher manual, considering GESI, ICT, SEL, National Values and other Cross-Cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss the important aspects in Weeks 5 and 6 Art Department lessons in the teacher manual including content standards, LOs, LIs, key concepts, GESI, pedagogical exemplars and assessment strategies of the learning planner template LI 1.2 Complete the learning planner templates for Weeks 5 and 6 Art Department lessons taking into consideration cross-cutting issues, GESI responsive resources, pedagogical exemplars and assessment strategies proposed in the teacher manual. LO 2: Review the learning plans for Weeks 5 and 6 of the subject-based Art Department lessons (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, keynote on differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 5 and 6 in line with	
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	the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 5 and 6 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 Ask teachers to refer to their teacher manual and read silently the content standards, LOs, LIs and pedagogical exemplars for their subjects in Weeks 5 and 6 (NTS 1a, 2c, 2f and 3d-3g). 2.3 Ask teachers to discuss at least two essential questions that will guide the lesson activities for Weeks 5 and 6 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation (Week 5): - What is the relationship between art and design works and myths and legends? - How has art and design works influenced the socio-cultural activities in selected African cultures? - Identify any two examples of myths and legends and how they have been used in an indigenous art work. (Week 6): - What are the similarities and differences between	the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 5 and 6 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 Read silently the content standards, LOs, LIs and pedagogical exemplars for your subject in Weeks 5 and 6 in your teacher manual. (NTS 1a, 2c, 2f and 3d-3g). 2.3 Discuss at least two essential questions that will guide the lesson activities in Weeks 5 and 6 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation - (Week 5): What is the relationship between art and design works and myths and legends? (Week 6): What are the similarities and differences between	
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	indigenous African Art and Global Art? ii. How would the learner explain the term global art? iii. How would the learner discuss five major contributions of indigenous African Art to the development of Global Art? b) Art and Design Studio - (Week 5): i. What are some basic methods for preparing and storing art media? ii. What activities can help learners prepare and store art media correctly. iii. How can basic methods for preparing and storing art media help learners use art media sustainably and prevent injuries? (Week 6): i. What is the concept of professional practice of art ii. What activities in the professional practice of art can help learners use of ideas responsible iii. How can the concept of professional practice of art help learners to generate concepts in relation to social and emotional issues in society? etc. c) Physical Education and Health - Core (Week 5):	indigenous African Art and Global Art? b) Art and Design Studio - (Week 5): How can basic methods for preparing and storing art media help learners to acquire the attitude of sustainable use of art media and prevention of injuries? etc. (Week 6): What is the concept of professional practice of art, etc. c) Physical Education and Health - Core (Week 5):	
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	i. What resources and creative pedagogies should be used to support learners' comprehension of traditional dance and promotion of healthy living among them? - ii How will knowledge gain in traditional dance boost confidence levels of individuals to engage in physical and recreational activities using traditional dances? - iii In what ways can physical and recreational activities be linked with traditional dance? (Week 6): i. What resources can be used to practically aid learners' participation and practice of traditional dances as physical activities? - ii How will knowledge gain in traditional dance boost learners' confidence levels to engage in physical and recreational activities using traditional dances? - iii How will knowledge gained in traditional dance promote healthy living among learners? d) Physical Education and Health - Elective (Week 5): i. How can I organise and present my lesson to enable learners to connect the effects of	What resources and creative pedagogies should be used to support learners' comprehension of traditional dance and promotion of healthy living among them? (Week 6): What resources can be used to practically aid learners' participation and practice of traditional dances as physical activities? d) Physical Education and Health - Elective (Week 5): How can I organise and present my lesson to enable learners to connect the effects of nutritional deficiency to physical activities? etc	
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	nutritional deficiency to physical activities? etc ii. In what ways, can the scope of diet in healthy living be applied to meet the diverse nutritional needs of individuals, families and the society? iii. What are the vital nutrients needed for a balanced diet, and how do they aid healthy living? etc. (Week 6): i. .What additional resources and pedagogical strategies can be used to support learners to understand the concept of human diseases? ii. How does the meaning of human diseases help to appreciate good health? iii. How do socioeconomic factors such as access to healthcare and environmental conditions influence the prevalence and impact of diseases in different population? etc. e) Performing Arts - (Week 5): i. What are the current emerging topical issues in Ghana? ii. What cultural elements can you incorporate in your composition to make it authentically Ghanaian? iii. What role do the performing arts play in raising awareness and provoking discussion	(Week 6): What additional resources and pedagogical strategies can be used to support learners to understand the concept of human diseases? etc. e) Performing Arts - (Week 5): What are the current emerging topical issues in Ghana? etc.	
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	about societal challenges and changes? (Week 6): - What are the specific responsibilities and requirements for each role in the production of a performing arts piece? - How can the roles assigned in the production conference contribute to the seamless integration of dance, music, and drama in the final performance? - What are the anticipated challenges in role assignment, and how can they be addressed effectively? etc. 2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 5 and 6 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. - Art and Design Foundation - (Week 5): - Task - With reference to sources such as books, magazines, journals and the internet, research indigenous African art and design works that are related to Myths and Legends Relationship between indigenous African artworks and the cultures of the people who made them.	(Week 6): What are the specific responsibilities and requirements for each role in the production of a performing arts piece? 2.4 Discuss at least two key notes on differentiation for Weeks 5 and 6 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. - Art and Design Foundation - (Week 5): - Task - With reference to sources such as books, magazines, journals and the internet, research indigenous African art and design works that are related to Myths and Legends Relationship between indigenous African artworks and the cultures of the people who made them.	
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	● Discuss what inspired the concept and context of the work and the selection of materials and techniques used in making such artworks ● Create a pictorial chart by clipping and pasting images and photographs from manual sources into a book ii. Pedagogical Exemplars ● In smaller groups, guide learners to develop a pictorial chart to deduce the relationship between art and design works and myths and legends found in Indigenous African cultures in terms of materials and making process. ● Working in groups to generate charts and tables to discuss the relationship between at least five (5) artworks and the cultures that created them by using resources such as photographs, videos and real objects ● In convenient groups, guide learners to use the knowledge acquired in the study of the myths and legends in major indigenous African cultures and their art and design works to determine how they helped in the development of African Cultures	ii) Pedagogical Exemplars In smaller groups, guide learners to develop a pictorial chart to deduce the relationship between art and design works and myths and legends found in Indigenous African cultures in terms of materials and making process.	
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	iii. Key Assessment ● Accept the ability to identify at least four (4) artworks associated with African cultures with the aid of photographs, videos, real objects ● Accept charts/written or/or oral report on the relationship between at least four (4) artworks and the cultures that created them ● students can present an oral and/or written report/presentation on the impact of indigenous artworks on African cultures using the relevant ICT resources where available, etc. (Week 6): i) Task Let learners initiate a discussion to generate a written, oral or Power Point presentation on how: ● African art's bold forms, vibrant colours, intricate patterns, and abstract representations inspired new approaches. ● Cubism, a 20th-century art movement, is influenced by fragmented geometric forms and multiple perspectives in African, tribal art. ii) Pedagogical Exemplars	iii) Key Assessment Accept the ability to identify at least four (4) artworks associated with African cultures with the aid of photographs, videos, real objects, etc. (Week 6): i. Task Let learners initiate a discussion to generate a written, oral or Power Point presentation on how: ● African art's bold forms, vibrant colours, intricate patterns, and abstract representations inspired new approaches. ● Cubism, a 20th-century art movement, is influenced by fragmented geometric forms and multiple perspectives in African, tribal art. ii. Pedagogical Exemplars	
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	• Working in groups, learners should identify and discuss Global Art. • Working in groups learners discuss at least five (5) similarities and differences in indigenous African art and Global art by using resources such as charts and tables, photographs, videos and real objects • Working in groups/individuals, learners examine at least five (5) major contributions of indigenous African art to Global art using resources such as photographs, drawings, videos and real objects, etc. iii) Key Assessment • State through writing or/oral presentation, the meaning of Global Art. • Using charts/photographs/written or/oral report, examine at least four (4) similarities and differences between indigenous African art and Global art • Analyse at least four (4) major contributions of indigenous African art to Global art using oral and/or written report/presentation or relevant ICT resources where available. b) Art and Design Studio - (Week 5): i) Task	• Working in groups, individuals should identify and discuss Global Art. iii. Key Assessment • State through writing or/oral presentation, the meaning of Global Art. b) Art and Design Studio - (Week 5): i) Task	
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	● Explain the importance of preparing and storing art media. ● Discuss how tools, materials and equipment for producing art and design works can be prepared and stored.. ● Experiment with hands-on activities relating to methods of preparing and storing art media, etc. ii) Pedagogical Exemplars ● In small groups, analyse the importance of preparing and storing art media. etc ● In mixed-ability groups, learners discuss at least five (5) basic methods for preparing and storing art media using resources such as photographs, videos, and real objects. ● In small groups/individually, learners select at least five (5) art media and practise how they can be prepared and stored, etc. iii) Key Assessments ● Prepare a written/oral presentation that outlines the importance of preparing and storing art media.. ● Produce a written/PowerPoint presentation on at least four (4) basic methods for preparing and storing art media.. ● Use at least two (2) art media to demonstrate	Explain the importance of preparing and storing art media, etc. ii) Pedagogical Exemplars In small groups, analyse the importance of preparing and storing art media etc. iii) Key Assessments Prepare a written/oral presentation that outlines the importance of preparing and storing art media etc.	
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	how the media could be prepared and stored. etc. (Week 6): i) Task - Brainstorm the meaning of art as a profession - Discuss the importance of Professional practise in Art and Design.. - How does the concept of professional practice of art is used in art and design? etc. ii) Pedagogical Exemplars - In small groups, learners use the available resources to brainstorm the meaning of professional practice in Art and design. - In mixed groups, discuss at least five (5) important points relating to the concept of professional practice in art. - In gender-sensitive groups, use resources such as photographs, videos and real objects to examine how the concepts of professional practice in art has been used in relation to at least four (4) social and emotional issues in society. iii) Key Assessments - Outline the meaning of the concept of professional practice of art. - Generate a written or pictorial presentation	(Week 6) i) Task Brainstorm the meaning of art as a profession , etc. ii) Pedagogical Exemplars In small groups, learners use the available resources to brainstorm the meaning of professional practice in Art and design, etc. iii) Key Assessments Outline the meaning of the concept of professional practice of art etc.	
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	that relates to at least four (4) important points relating to the concept of professional practice in art. ● Generate an oral/written presentation on how the concepts of professional practice in art has been used in relation to at least four (4) social and emotional issues in society. c) Physical Education and Health - Core (Week 5): i) Task ● Briefly narrate the background to the dance ● Perform at least two steps involved in performing the chosen dance. ● Perform the chosen dance with all steps involved in performing it ii) Pedagogical Exemplars ● Learners in their groups selected a traditional dance of choice at the end of the previous lesson. Learners are encouraged to research and watch videos on their chosen dances to aid their practice for the lesson. ● Give learners time to rehearse their chosen dances in class. Go around to encourage and assist learners having difficulties to catch up with the	c) Physical Education and Health - Core (Week 5): i) Task Briefly narrate the background to the dance iv) Pedagogical Exemplar Learners in their groups selected a traditional dance of choice at the end of the previous lesson. Learners are encouraged to research and watch videos on their chosen dances to aid their practice for the lesson.	
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	activities in their respective groups. • Invite groups to tell the class about their dance and perform the dance to the class as a group and in pairs. Summarise the lesson by asking learners to orally go over how to perform the dance step by step.. iii) Key Assessments • Perform the dance with at least two steps involved. • Perform the dance with at least three steps involved in performing it. • Briefly share the background to the dance and perform the dance with all steps involved in performing it. (Week 6): i) Task • Briefly share with the class the background to the dance • Perform at least two steps involved. • Perform the chosen dance by incorporating a contemporary dance movement pattern into the chosen dance to inspire participation. ii) Pedagogical Exemplars • Learners selected another traditional dance of choice and are encouraged to research and watch videos on their chosen dances to	v) Key Assessments Perform the dance with at least two steps involved. (Week 6): i) Task Briefly share with the class the background to the dance ii) Pedagogical Exemplars Learners selected another traditional dance of choice and are encouraged to research and watch videos on their chosen dances to aid their	
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	aid their practice and to integrate modern dance movement pattern into the chosen dance. ● Allow learners in their various groups to practise the chosen dance, emphasising the steps involved and incorporating a contemporary dance movement pattern. Give assistance where necessary. ● Teacher invites groups to perform their dance to the class. Summarise the lesson by inviting questions from learners and clarify points they are not clear on. Provide learners with the areas to read on for the next lesson. iii) Key Assessments ● Perform the selected dance with at least two steps involved. ● Perform the selected dance with all steps involved. ● Perform the selected dance with incorporated modern dance movement patterns d) Physical Education and Health - Elective (Week 5): i) Task ● Research the meaning of diet, micro and macronutrients with three examples of each. ● Outline the importance of carbohydrates and	practice and to integrate modern dance movement pattern into the chosen dance. iii) Key Assessments Perform the selected dance with at least two steps involved.. d) Physical Education and Health - Elective (Week 5): i. Task Research the meaning of diet, micro and macronutrients with three examples of each., etc.	
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	proteins to growth and development and how they influence an athlete's performance. ● Debate: 'The Ghana School Feeding Programme is the solution to the malnutrition challenges of schools in the country'. In two groups, debate for or against the motion taking into consideration your knowledge of nutrition, nutrients and diet, etc. ii) Pedagogical Exemplars ● With the aid of their digital devices, learners in groups research the meaning of diet, micro and macronutrients with three examples of each and share their findings with other groups. ● ·Learners discuss with their partners and outline the importance of carbohydrate and proteins to growth and development and how they influence athlete's performance ● ·Learners engage in structured discussion on the role of healthy fats in the proper functioning of the body asking open-ended questions. Encourage free speech among both genders and persons with additional needs.	ii) Pedagogical Exemplars With the aid of their digital devices, learners in groups research the meaning of diet, micro and macronutrients with three examples of each and share their findings with other groups, etc.	
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	iii) Key Assessment ● Explain what is meant by the term diet. ● Describe how macronutrients support the growth and development of adolescents ● Describe how overeating can contribute to health issues of a family, a school, a community and the country?, etc. (Week 6): i) Task ● Explain what a disease is. ● Describe at least five reasons why diseases spread in Ghana. ● Carefully study your community and research five common diseases that are prevalent there. Examine the causes of those diseases and their effects on the people and the community. Use your digital devices to assist you get more information from sources such as Ghana Health Service, the internet and media outlets, etc. ii) Pedagogical Exemplars ● With the aid of digital devices, learners research the meaning of human diseases in a friendly atmosphere and assist each other. ● Learners in groups constituting mixed-genders, backgrounds	iii. Key Assessment Explain what is meant by the term diet., etc. (Week 6): i) Task Explain what a disease is, etc. ii) Pedagogical Exemplars With the aid of digital devices, learners research the meaning of human diseases in a friendly atmosphere and assist each other, etc.	
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	and identities outline and explain the major reasons why diseases spread in Ghana. ● In groups with mixed abilities, learners examine the implications of inadequate health infrastructure in their communities and the impact of environmental destruction on health etc. iii) Key Assessment ● Provide a definition on what a disease is. ● Describe five reasons why diseases spread in Ghana. ● Examine five effects of diseases on the social and economic lives of Ghanaians etc. e) Performing Arts - (Week 5): i) Task ● Allowing learners to choose from a list of emerging issues in Ghana or propose their own topics of interest ● Conducting extensive research on the specific emerging issues in Ghana. Going beyond the surface to provide a deeper understanding of the context and nuances of these issues ● Include content that explores the historical and cultural background of Ghana to help students better	iii) Key Assessment Provide a definition on what a disease is., etc. e). Performing Arts - (Week 5): i) Task Allowing learners to choose from a list of emerging issues in Ghana or propose their own topics of interest, etc.	
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	understand the context of the emerging issues, etc. ii) Pedagogical Exemplars ● Allowing learners to choose whether they want to compose, choreograph, or write a drama piece based on their strengths and interests in the performing arts ● Involving the community affected by the issues in your creative process. Conducting workshops, interviews, or focus groups to gather input and stories ● Developing a distinctive audition process that includes elements like improvisation, collaborative exercises, or character workshops to better assess performers' potential, etc. iii) Key Assessment ● Allowing the use of technology, such as video editing software, sound recording equipment, or graphic design tools, for enhanced production quality ● Making learners choose their presentation format. They can opt for traditional live performances,	ii) Pedagogical Exemplars Allowing learners to choose whether they want to compose, choreograph, or write a drama piece based on their strengths and interests in the performing arts, etc. iii) Key Assessment Allowing the use of technology, such as video editing software, sound recording equipment, or graphic design tools, for enhanced production quality, etc.	
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	recorded presentations, written scripts, visual storyboards, or a combination of these • Adjusting the time requirement based on learners' readiness and creativity. Some students may create a shorter, simpler piece, while others may aim for a more complex, extended performance • Identify and assign roles to be performed in a five to ten minutes piece of dance, music and/or drama through production conference(s), etc. (Week 6): i) Task • Tailoring roles to the specific talents and strengths of the performers, ensuring that each role is a perfect fit for the individual • Providing a range of role options that suit different strengths and interests. For example, including acting, directing, choreography, composing, set design, sound engineering, or costume design roles • Utilising multimedia resources, such as videos or interviews with professionals in various roles, to help	(Week 6): i) Task Tailoring roles to the specific talents and strengths of the performers, ensuring that each role is a perfect fit for the individual, etc.	
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	students understand the nature and demands of different roles, etc. ii) Pedagogical Exemplars • Conducting role auditions, allowing students to showcase their skills and interests in different roles • Inviting guest speakers or professionals in various roles to the production conference to discuss the responsibilities and requirements of each role • Asking learners to submit their top role preferences along with written justifications explaining why they are a good fit for those roles. This encourages thoughtful decision-making, etc. iii) Key Assessment • Incorporating elements beyond the stage, such as virtual reality or augmented reality, to create a more immersive experience • Allowing learners to work together in groups, where each member is assigned a different role, promoting collaboration and shared responsibility • Encouraging individual and group projects. While some learners	ii) Pedagogical Exemplars Conducting role auditions, allowing students to showcase their skills and interests in different roles, etc. iii) Key Assessment Incorporating elements beyond the stage, such as virtual reality or augmented reality, to create a more immersive experience, etc.	
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	may work on individual projects, others can collaborate on group tasks related to their roles, etc. 2.5 Ask teachers in their subject groups or as individuals to complete learning planners for Weeks 5 and 6. Teachers should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning planner to cater for all learners (NTS 3a, 3e-3g and 3k).	2.5 In your subject groups or individually, complete learning planners for Weeks 5 and 6. It should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning planner to cater for all learners (NTS 3a, 3e-3g and 3k).	
3. Peer-review of learning plans. Reviewing plans to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to exchange one of their learning plans with colleagues in the same department (where applicable) and peer review the content (such as essential questions, key notes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan (NTS 1a, 1b, and 1e-1g). Note: Areas for vital review: a) Alignment between teacher manual and learning plans. b) Innovativeness of pedagogical choices c) Incorporation of GESI, SEL, national values and 21st century skills	3.1 Exchange one of your learning plans with a colleague in the same department (where applicable) and peer review the content (such as essential questions, key notes on differentiation, teaching and learning activities, assessment, and closure) of a learning plan (NTS 1a, 1b, and 1e-1g). Note: Areas for vital review: a) Alignment between teacher manual and learning plans. b) Innovativeness of pedagogical choices c) Incorporation of GESI, SEL, national values and 21st century skills	10 mins

	d) Differentiated instruction and assessment e) Appropriateness of crafted essential questions, etc. 3.2 Ask teachers to implement the recommendations made by a peer reviewer to their learning plans as appropriate (NTS 1b).	d) Differentiated instruction and assessment e) Appropriateness of crafted essential questions, etc. 3.2 Implement the recommendations made by a peer reviewer to your learning plan as appropriate (NTS 1b).	
4. Reflection on the session: ● Reflecting on what has been learned in the session. ● Advance preparation towards next PLC session	4.1 Ask teachers to share their views and experiences about the session (NTS 1a). 4.2 Encourage teachers who did not complete their learning plans during the session to complete them (NTS 3I). 4.3 Remind teachers to read the contents of Weeks 7 and 8 of the teacher manual ahead of time and the DPLC Handbook Session 5 in preparation for the next session and bring along their DPLC Handbook and teacher manual (NTS 1a, 1b).	4.1 Share your views and experiences about the session (NTS 1a). 4.2 Complete your learning plans which were not completed during the session (NTS 3I). 4.3 Remember to read the contents of Weeks 7 and 8 of the teacher manual ahead of time and the DPLC Handbook Session 5 in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a, 1b).	10 mins

DPLC Session 5: Developing learning plans for Weeks 7 and 8

The sections below provide the frame for what is to be done in the session.	Guidance notes on Leading the DPLC Session. What the PLC Coordinator will have to say during each stage of the session	Guidance Notes on Teacher Activity during the DPLC Session. What teachers will do during each stage of the session	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Start the session by asking teachers to share two things they implemented based on the DPLC Session 4, developing learning plans for Weeks 5 and 6, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learned in DPLC Session 4, developing learning plans for Weeks 5 and 6, supported learning (NTS 1a-1c).	1.1 Share two things you implemented based on DPLC Session 4, developing learning plans for Weeks 5 and 6, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, discuss why you think what a colleague did through the application of lessons learned in DPLC Session 4, developing learning plans for Weeks 5 and 6, supported learning (NTS 1a-1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Ask a teacher to read aloud the Purpose, Learning Outcomes (LOs), and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist teachers in the Art Department in utilising the teacher manual to create learning plans for lessons during Weeks 7 and 8. Art department teachers will focus on developing learning plans for the following lessons:	2.1 Read the Purpose, Learning Outcomes (LOs), and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist teachers in the Art Department in utilising the teacher manual to create learning plans for lessons during Weeks 7 and 8. Art department teachers will focus on developing learning plans for the following lessons:	60 mins

	a) Art and Design Foundation: i. Impact of artworks from ancient cultures on modern global art. ii. Contributions of ancient art to emerging art traditions. iii. Design concepts in ancient cultures. b) Art and Design Studio: i. The concept of Ethics in Art and Design. ii. Art and design studio tasks as artistic intervention for social problems. c) Physical Education and Health - Core: i. Pillars of health ii. Wellness and healthy lifestyle d) Physical Education and Health - Elective: i. Classification of human diseases ii. Prevention of human diseases e) Performing Arts: i. Rehearse a five to ten minutes artwork(s) developed based on an emerging Ghanaian topical issue ii. Present/Perform a five to ten minutes artwork developed that depicts any emerging Ghanaian topical issue and digitally record the performance.	a) Art and Design Foundation: i. Impact of artworks from ancient cultures on modern global art. ii. Contributions of ancient art to emerging art traditions. iii. Design concepts in ancient cultures. b) Art and Design Studio: i. The concept of Ethics in Art and Design. ii. Art and design studio tasks as artistic intervention for social problems. c) Physical Education and Health - Core: i. Pillars of health ii. Wellness and healthy lifestyle d) Physical Education and Health - Elective: i. Classification of human diseases ii. Prevention of human diseases e) Performing Arts: i. Rehearse a five to ten minutes artwork(s) developed based on an emerging Ghanaian topical issue ii. Present/Perform a five to ten minutes artwork developed that depicts any emerging Ghanaian topical issue and digitally record the performance.	
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	LO 1: Develop subject-specific learning plans for teaching Weeks 7 and 8 lessons using the teacher manual, considering GESI, ICT, SEL, national values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss the important aspects in Weeks 7 and 8 Art Department lessons in the teacher manual including content standards, LOs, LIs, key concepts, GESI, pedagogical exemplars and assessment strategies of the learning planner template LI 1.2 Complete the learning planner templates for Weeks 7 and 8 Art Department lessons taking into consideration cross-cutting issues, GESI responsive resources, pedagogical exemplars and assessment strategies proposed in the teacher manual. LO 2: Review the learning plans for Weeks 7 and 8 of the subject-based Art Department lessons (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, key notes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 7 and 8 in line with the LOs, LIs and key concepts in the teacher manual.	LO 1: Develop subject-specific learning plans for teaching Weeks 7 and 8 lessons using the teacher manual, considering GESI, ICT, SEL, national values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss the important aspects in Weeks 7 and 8 Art Department lessons in the teacher manual including content standards, LOs, LIs, key concepts, GESI, pedagogical exemplars and assessment strategies of the learning planner template LI 1.2 Complete the learning planner templates for Weeks 7 and 8 Art Department lessons taking into consideration cross-cutting issues, GESI responsive resources, pedagogical exemplars and assessment strategies proposed in the teacher manual. LO 2: Review the learning plans for Weeks 7 and 8 of the subject-based Art Department lessons (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, key notes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 7 and 8 in line with the LOs, LIs and key concepts in the teacher manual.	
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	LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 7 and 8 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 Ask teachers to refer to their teacher manual and read silently the content standards, LOs, LIs and pedagogical exemplars for their subjects in Weeks 7 and 8 (NTS 1a, 2c, 2f and 3d-3g). 2.3 Ask teachers to discuss at least two essential questions that will guide the lesson activities for Weeks 7 and 8 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation - (Week 7): - Analyse the relationship between at least five (5) artworks from ancient cultures and modern. - How would the learner identify some artworks from indigenous African cultures and modern global cultures? - How would the learner explain how ancient cultures contributed to the development of modern Global Art from other parts of the world? Week 8): - Create manual/digital scrapbooks of designs	LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 7 and 8 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 Read silently the content standards, LOs, LIs and pedagogical exemplars for your subject in Weeks 7 and 8 in your teacher manual (NTS 1a, 2c, 2f and 3d-3g). 2.3 Discuss at least two essential questions that will guide the lesson activities in Weeks 7 and 8 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation - (Week 7): Analyse the relationship between at least five (5) artworks from ancient cultures and modern. . (Week 8). Create manual/digital scrapbooks of designs	
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	from selected ancient cultures. ii. How would learners identify the design concepts in the artworks done by ancient cultures? iii. How would learners categorise the types of designs from ancient cultures according to specific cultures, design type, function and physical characteristics b) Art and Design Studio (Week 7) i. What is the concept of ethics in Art and Design? ii. How can learners use ethics in Art and Design ideas responsibly iii. How can the concept of ethics in art help learners to generate concepts in relation to social and emotional issues in society? etc. (Week 8): i. What are some common art and design studio tasks? ii. How have these tasks been used to generate and create art and design works? iii. How can learners use art or design studio tasks to develop artistic concepts as intervention for social problems?	from selected ancient cultures. b) Art and Design Studio (Week 7): What is the concept of ethics in Art and Design? etc. (Week 8): What are some common art and design studio tasks? etc.	
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	c) Physical Education and Health - Core (Week 7): - What teaching strategies can be used to empower learners to contribute confidently in their groups in explaining the pillars of health. - Why is health and wellness essential to society? - How will the knowledge of the pillars of health help develop positive attitudes towards practising them? (Week 8): - What practical ways can wellness and healthy lifestyle be taught to make comprehension easy for learners. - What prior knowledge is needed to help individuals appreciate the need for daily healthy living? - How will the understanding of the role of health and wellness in everyday life help individuals practise lifestyles that will enhance their health and wellbeing d) Physical Education and Health - Elective (Week 7): - What teaching strategies can I use to empower learners to contribute confidently	c) Physical Education and Health - Core (Week 7): What teaching strategies can be used to empower learners to contribute confidently in their groups in explaining the pillars of health. (Week 8): What practical ways can wellness and healthy lifestyle be taught to make comprehension easy for learners. d) Physical Education and Health - Elective (Week 7): What teaching strategies can I use to empower learners to contribute confidently in their	
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	in their groups in explaining the concept of human disease? iv. How do infectious diseases differ from non-infectious diseases and give three examples each? v. How do lifestyles factors such as diet, poor hygiene, vaccination, physical activity and stress contribute to the development of infectious and non-infectious diseases? etc. (Week 8): i. What creative pedagogies can be used to connect the knowledge of prevention and control of human diseases with learners' daily practices for life-long adherence ii. How do vaccinations prevent the occurrences and spread of communicable diseases? iii. What are the primary strategies in preventing the spread of human diseases and how can these measures be incorporated in daily lives? e) Performing Arts – (Week 7):	groups in explaining the concept of human disease? etc. (Week 8): What creative pedagogies can be used to connect the knowledge of prevention and control of human diseases with learners' daily practices for life-long adherence etc. e) Performing Arts – (Week 7):	
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	i) How can the art form chosen for the rehearsal effectively convey the chosen emerging issue? ii. What relevant cultural or historical issues are relevant to the Ghanaian topical issue to be represented at the rehearsal? iii. How can learners blend multiple art forms (e.g., visual art, dance, music) in their rehearsal artwork to create a more comprehensive and impactful piece? etc. (Week 8): i. What artistic medium or form will be used to depict the chosen issue, and why was this medium selected? ii. What technical and logistical considerations need to be addressed when planning the performance and recording process? iii. What role does audience engagement play in the performance, and how can it be achieved effectively? etc. 2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 7 and 8 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g.	How can the art form chosen for the rehearsal effectively convey the chosen emerging issue? etc. (Week 8): What artistic medium or form will be used to depict the chosen issue, and why was this medium selected? etc. 2.4 Discuss at least two key notes on differentiation for Weeks 7 and 8 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g.	
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	a) Art and Design Foundation – (Week 7): i. Task ● Identify artworks from ancient cultures and modern global cultures ● Discuss the relationship between Artworks from ancient cultures and modern global cultures ● Examine the impact of artworks from ancient cultures and modern global art. ii. Pedagogical Exemplars ● Working in groups identify some artworks from ancient cultures and modern global art. ● In mixed groups, determine how artworks from indigenous African cultures contributed to the development of modern Global Art from other parts of the world. ● Working in groups/individuals to generate charts and tables to discuss the relationship between at least five (5) artworks from ancient cultures and modern global art by using resources such as photographs, videos and real objects iii. Key Assessment ● Identify at least four (4) artworks each from artworks from ancient	a) Art and Design Foundation – (Week 7): i. Task ● Identify artworks from ancient cultures and modern global cultures ii. Pedagogical Exemplars Working in groups identify some artworks from ancient cultures and modern global art. iii. Key Assessment Accept the ability to identify at least four (4) artworks each from	
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	cultures and modern global art with the aid of photographs, videos, real objects, etc. ● Outline at least four (4) artworks from ancient cultures and modern global art using charts/written or/or oral report. ● Make an oral and/or written presentation on the impact of artworks from ancient cultures on modern global art using relevant ICT resources where available. (Week 8): i. Task ● Explain the terms design and concept of design in ancient cultures? ● What are the categories of ideas in the concept of design in ancient cultures? ● Organise a table showing types of designs from ancient cultures according to function and physical characteristics ii. Pedagogical Exemplars ● In small groups, discuss the meaning of design in relation to the concept of design in ancient cultures. ● Working in groups, generate a table to categorise the types of designs from ancient cultures according to	artworks from ancient cultures and modern global art with the aid of photographs, videos, real objects, etc. (Week 8): i. Task Explain the terms design and concept of design in ancient cultures? ii. Pedagogical Exemplars In small groups, discuss the meaning of design in relation to the concept of design in ancient cultures.	
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	specific cultures, design type, function and physical characteristics.. ● The teacher should organise learners into small groups to source images to create manual/digital scrapbooks of designs from selected ancient cultures. iii. Key Assessment ● What are some of the ideas that relate to design concepts? ● Record various designs found in selected ancient cultures Learners can present an oral and/or written presentation of at least four (4) major contributions of ancient art on emerging art using the relevant ICT resources where available, etc. ● Design and create a manual/ digital scrapbook of designs from selected ancient cultures. b) Art and Design Studio (Week 7): i. Task ● Brainstorm the meaning of the concepts of ethics in Art and Design. ● Discuss the importance of the concept of ethics in Art and Design.	iii. Key Assessment ● What are some of the ideas that relate to design concepts? . b) Art and Design Studio - (Week 7): i. Task Brainstorm the meaning of the concepts of ethics in Art and Design, etc,	
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	- How is the concept of ethics is used in art and design? ii. Pedagogical Exemplars - Working in smaller groups, brainstorm the meaning of professional practice in Art and Design. Each of the groups should share their results in a general class discussion. - In groups, discuss the concept and importance of Ethics in Art and Design practices Using resources such as photographs, videos and real objects - In mixed groups, use resources such as photographs, videos and real objects to examine how the ethics in Art and Design has been used in relation to at least four (4) social and emotional issues in society.. iii. Key Assessments - Outline through writing or/orally the concept of ethics in Art and Design. - Generate a written or/oral report to show at least three (3) importance of the concept of ethics in Art and Design. - Design a graphical (Infographics) chart of	ii. Pedagogical Exemplars Working in smaller groups, brainstorm the meaning of professional practice in Art and Design. Each of the groups should share their results in a general class discussion. iii. Key Assessment Outline through writing or/orally the concept of ethics in Art and Design etc.	
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	at least four (4) art and design works that relates to ethics and moral issues in the society for peer review and refinement) social and emotional issues in society, etc. (Week 8): i. Task ● Identify some of the common art and design studio tasks that can be used to generate artistic concepts as interventions for social problems? ● Analyse how art and design studio tasks have been used to develop design and artistic concepts as interventions for social problems. ● Use relevant resources to create an inventory of Art and Design studio tasks that have been used for artistic concepts as interventions for selected social problems.. ii. Pedagogical Exemplars ● In groups, use the available manual and digital resources to identify some of the common art and design studio tasks that can be used to generate artistic concepts as intervention for social problems	(Week 8): i. Task Identify some of the common art and design studio tasks that can be used to generate artistic concepts as interventions for social problems?. ii. Pedagogical Exemplars In groups, use the available manual and digital resources to identify some of the common art and design studio tasks that can be used to generate artistic concepts as intervention for social problems, etc.	
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	● In mixed groups, analyse how art and design studio tasks have been used to develop at least five (5) artistic concepts as intervention for social problems. ● In groups/individually, practice how to generate a manual/digital pictorial inventory of possible studio tasks that can be used to develop artistic concepts as interventions for the identified problems in the society to share with the class for comments iii. Key Assessments ● Prepare a written/oral/pictorial presentation on at least 5 (five) common art and design studio tasks that can be used to generate artistic concepts as intervention for social problems ● Generate a written/oral/pictorial/v ideo report on how art and design studio tasks have been used to develop at least four (4) artistic concepts as intervention for social problems ● Create a manual or digital pictorial inventory of possible studio tasks that have been used as artistic	iii. Key Assessment Prepare a written/oral/pictorial presentation on at least 5 (five) common art and design studio tasks that can be used to generate artistic concepts as intervention for social problems.	
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	interventions for specific problems in the society etc. c) Physical Education and Health – Core (Week 7): i. Task ● State the meaning of health? ● What factors should be considered when planning a daily meal? ● Explain the pillars of health? ii. Pedagogical Exemplars ● In five-member cooperative groups, ask learners to discuss the meaning of health and identify the pillars of health using the internet or any other relevant material. Ask learners to select a facilitator among the group to write down ideas on the problem at hand. Let group members take turns to announce their ideas while the facilitator compiles and write them down. Guide learners to discuss to reduce the outlined ideas to more feasible and pronounced ones for presentation. ● Put learners into four (4) groups. Give the groups unique names as shown in table 1. Refer to the Teacher Manual. Note:	c) Physical Education and Health - Core (Week 7): i. Task State the meaning of health?. ii. Pedagogical Exemplars ● In five-member cooperative groups, ask learners to discuss the meaning of health and identify the pillars of health using the internet or any other relevant material. Ask learners to select a facilitator among the group to write down ideas on the problem at hand. Let group members take turns to announce their ideas while the facilitator compiles and write them down. Guide learners to discuss to reduce the outlined ideas to more feasible and pronounced ones for presentation.	
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	(Teachers can divide their class into more than four groups depending on the class size and can also give any other names to the groups). ● Examples of Unique Groups Names Humility Tolerance Assertiveness Accountability Integrity Patriotism ● Guide learners to number themselves within each of the unique name groups e.g., 1, 2, 3 and 4. All those who numbered “1” from all the unique groups should form another new group (Task group 1), likewise all those who numbered 2, 3, etc. Share the corresponding tasks from table 2 below among them where all learners in task group “1” are assigned the task corresponding with “1”, those in task group “2” assigned task corresponding with “2”, etc. If the task groups are more than “4” e.g. task group “5” “6” etc., the tasks can be repeated for them e.g., task group “5” assigned task corresponding with 1, task group “6”,		
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	assigned task corresponding with “2” etc. • Learners in their new task groups work together to research and discuss the assigned task and make notes. Learner’s later return to their unique groups and each one of them take turns to teach or share what they have learnt in their various task groups to their original group members to benefit from all the four tasks. • Teacher goes round to supervise the activities of the groups and offer help where applicable. Ask the various unique groups to summarise the tasks and present for a whole class discussion. • Teacher should review the lesson and the importance of the pillars of health with learners and encourage learners to make it a regular part of their daily lifestyle. Provide learners with areas to research or read on for the next lesson. iii. Key Assessments • Define the meaning of health and give at least two examples of the pillars of health • Explain why it is important to sleep or		
		iii. Key Assessment Define the meaning of health and give at least two examples of the pillars of health.	

	relax and state at least four (4) factors to consider when planning meals. ● Explain all the pillars of health and indicate at least four (4) reasons why it is important to drink water regularly. (Week 8): i. Task ● Define wellness. ● Outline the importance of living a healthy lifestyle ● Discuss negative behaviours that can result in bad health among young people. ii. Pedagogical Exemplars ● Through an interactive session, leads the discussion on a wellness, healthy and unhealthy lifestyle. After the discussion, put learners in a small mixed groups to discuss the examples of healthy and unhealthy living, the importance of living a healthy lifestyle and negative behaviours that affect health. Identify talented learners to act as 'teachers' to help their peers. Task learners to present their views to the whole class for further discussion.. iii. Key Assessment ● Define wellness.	(Week 8): i. Task Define wellness. ii. Pedagogical Exemplars Through an interactive session, leads the discussion on a wellness, healthy and unhealthy lifestyle. After the discussion, put learners in a small mixed groups to discuss the examples of healthy and unhealthy living, the importance of living a healthy lifestyle and negative behaviours that affect health. Identify talented learners to act as 'teachers' to help their peers. Task learners to present their views to the whole class for further discussion... iii. Key Assessment Define wellness.	
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	● Outline the importance of living a healthy lifestyle. ● Discuss negative behaviours that can result in bad health amongst young people d) Physical Education and Health - Elective (Week 7): i. Task ● Outline the differences between infectious and non-infectious diseases. ● Examine five risk factors associated with infectious diseases. ● Analyse how infectious and non-infectious diseases can affect an adolescent's sports ambitions and performance etc. ii. Pedagogical Exemplars ● In groups of mixed-culture, ability, gender and identity, learners create a report on infectious diseases and present it to the whole class by using different presentation methods. Make room for both oral and written feedback and encourage learners to also accept different opinions on their report while making inferences to real-world situations. Provide clues to guide the learner's	d) Physical Education and Health - Elective (Week 7): i. Task Outline the differences between infectious and non-infectious diseases, etc. ii. Pedagogical Exemplars In groups of mixed-culture, ability, gender and identity, learners create a report on infectious diseases and present it to the whole class by using different presentation methods. Make room for both oral and written feedback and encourage learners to also accept different opinions on their report while making inferences to real-world situations. Provide clues to guide the learner's explanation to ensure full participation. etc.	
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	explanation to ensure full participation. ● With the aid of their digital devices, Group 1 is tasked to research the types of human infections, their examples and characteristics and provide feedback on findings. Guide learners to explain to the whole class their experiences of some human diseases. Bring to their attention the basic daily diseases people report in their school community. Support learners in their mixed-ability and mixed gender groups to categorise and suggest possible causes of human infectious diseases. ● With the aid of digital devices, Groups 2 and 3 are tasked to research the Modes of Transmission or the Risk Factors of Infectious Diseases with their examples and provide feedback on their findings. Move around to assist learners in researching their themes. Support learners to design an advocacy topic raising awareness on the transmission of common diseases in the school community. This should be suitable		
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	for implementation in the school. etc. iii. Key Assessment • Outline three general effects of bacterial infections on the community. • Identify a common infectious disease in your school or community and describe an appropriate intervention for prevention. • Analyse the risk factors of non-infectious diseases, etc. (Week 8): i. Task • List five common diseases in your community and describe how to prevent them • Describe three infectious and three non-infectious diseases in your community and analyse how to prevent them. • Organise a personal hygiene day in your school where you go around the entire campus in groups to talk to school community members about things they must do to prevent diseases and live healthier lives., etc. ii. Pedagogical Exemplars • Learners discuss ways of preventing or controlling	iii. Key Assessment Outline three general effects of bacterial infections on the community., etc. (Week 8): i. Task List five common diseases in your community and describe how to prevent them, etc. ii. Pedagogical Exemplars Learners discuss ways of preventing or controlling	
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	infectious diseases in their communities. Provide equal opportunities for all learners to freely express themselves. Assign each group a task, provide further explanation and support to less able individuals and groups • In small groups, learners discuss concepts of non-infectious disease prevention and management; jot down their points • In groups, learners examine how they can avoid STIs. Use flashcards to help learners identify STIs from a group of infectious diseases, etc. iii. Key Assessment • Describe five common practices that can help prevent disease. • Identify at least five personal hygiene practices that must be observed in order to maintain good health. • Examine how STIs can affect the budding talent of young promising athletes and their career dreams, etc. e) Performing Arts (Week 7): i. Task • Including content that explores the historical and cultural background of Ghana to help learners better	infectious diseases in their communities. Provide equal opportunities for all learners to freely express themselves. Assign each group a task, provide further explanation and support to less able individuals and groups, etc. iii. Key Assessment Describe five common practices that can help prevent disease., etc. e) Performing Arts (Week 7): i. Task Including content that explores the historical and cultural background of Ghana to help learners better	
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	understand the context of the emerging issues ● Offering differentiated content by focusing on specific aspects of the Performing Arts business, such as marketing, funding, technology, or talent management. Allow learners to explore the area that most interests them ● Incorporating multimedia resources, such as documentaries, podcasts, or TED Talks, to supplement written materials and appeal to auditory and visual learners, etc. ii. Pedagogical Exemplars ● Offering different levels of complexity for the rehearsal process, with clear expectations for each level, allowing learners to select tasks that align with their skill level ● Allowing learners to rehearse individually, in small groups, or in larger ensembles, depending on their preferences and collaborative skills ● Organising workshops where learners can rotate through stations, each dedicated to exploring a different aspect of the rehearsal process, etc. iii. Key Assessment ● Allowing for variations in the artistic complexity of	understand the context of the emerging issues, etc. ii. Pedagogical Exemplars Offering different levels of complexity for the rehearsal process, with clear expectations for each level, allowing learners to select tasks that align with their skill level, etc. iii. Key Assessment Making learners present their performing	
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	the final product. Some students may create a simpler piece, while others may aim for a more complex and intricate artwork ● Making learners present their performing artworks in diverse formats, such as live performances, recorded videos, audio recordings, or written scripts, aligning with their strengths and preferences ● Offering alternative assessment options, such as a reflective essay, a multimedia presentation, or an oral discussion, to allow learners to showcase their understanding and growth in different ways, etc (Week 8): i. Task ● Offering learners, a choice of artistic mediums, such as dance, music, drama, or a combination of these, based on their interests and skills ● Presenting a list of emerging Ghanaian topical issues and allowing learners to select one that resonates with them ● Providing various resources for recording including phones and other multimedia	artworks in diverse formats, such as live performances, recorded videos, audio recordings, or written scripts, aligning with their strengths and preferences, etc. (Week 8): i. Task Offering learners a choice of artistic mediums, such as dance, music, drama, or a combination of these, based on their interests and skills, etc.	
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	resources to cater to diverse ability styles, etc. ii. Pedagogical Exemplars • Allowing learners to choose their roles in the artistic production. Some may focus on creating, while others may prefer performing, directing, or managing technical aspects • Making learners collaborate, based on shared interests or roles and create flexible groups where artists, directors, writers, and technical crew can collaborate • Role Auditions: Conducting auditions for performance roles, encouraging learners to showcase their talents and interests, followed by role assignment based on their strengths, etc. iii. Key Assessment • Allowing for different styles of presentation such as live performances or recorded or digital presentations • Encouraging learners to incorporate technology and multimedia elements into their performances or presentations, such as video recordings, soundtracks, or digital art • Adjusting the time requirement and	ii. Pedagogical Exemplars Allowing learners to choose their roles in the artistic production. Some may focus on creating, while others may prefer performing, directing, or managing technical aspects, etc. iii. Key Assessment Allowing for different styles of presentation such as live performances or recorded or digital presentations, etc.	
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	complexity based on learner as some may create shorter, simpler pieces, while others may aim for more complex and extended performances. etc. 2.5 Ask teachers in their subject groups or as individuals to complete learning planners for Weeks 7 and 8. Teachers should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning planner to cater for all learners (NTS 3a, 3e-3g and 3k).	2.5 In your subject groups or individually, complete learning planners for Weeks 7 and 8. It should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning planner to cater for all learners (NTS 3a, 3e-3g and 3k).	
3. Peer-review of learning plans. Reviewing plans to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to exchange one of their learning plans with colleagues in the same department (where applicable) and peer review the content (such as essential questions, key notes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan (NTS 1a, 1b and 1e-1g). Note: Areas for vital review: a) Alignment between teacher manual and learning plans. b) Innovativeness of pedagogical choices	3.1 Exchange one of your learning plans with a colleague in the same department (where applicable) and peer review the content (such as essential questions, key notes on differentiation, teaching and learning activities, assessment, and closure) of a learning plan (NTS 1a, 1b and 1e-1g). Note: Areas for vital review: a) Alignment between teacher manual and learning plans. b) Innovativeness of pedagogical choices	10 mins

	c) Incorporation of GESI, SEL, national values and 21st century skills d) Differentiated instruction and assessment e) Appropriateness of crafted essential questions, etc. 3.2 Ask teachers to implement the recommendations made by a peer reviewer to their learning plans as appropriate (NTS 1b).	c) Incorporation of GESI, SEL, national values and 21st century skills d) Differentiated instruction and assessment e) Appropriateness of crafted essential questions, etc. 3.2 Implement the recommendations made by a peer reviewer to your learning plan as appropriate (NTS 1b).	
4. Reflection on the session: ● Reflecting on what has been learned in the session. ● Advance preparation towards next PLC session	4.1 Ask teachers to share their views and experiences about the session (NTS 1a). 4.2 Encourage teachers who did not complete their learning plans during the session to complete them (NTS 3I). 4.3 Remind teachers to read the contents of Weeks 9 and 10 of the teacher manual ahead of time and the DPLC Handbook Session 6 in preparation for the next session and bring along their DPLC Handbook and teacher manual (NTS 1a, 1b).	4.1 Share your views and experiences about the session (NTS 1a). 4.2 Complete your learning plans which were not completed during the session (NTS 3I). 4.3 Remember to read the contents of Weeks 9 and 10 of the teacher manual ahead of time and the DPLC Handbook Session 6 in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a, 1b).	10 mins

DPLC Session 6: Developing learning plans for Weeks 9 and 10

The sections below provide the frame for what is to be done in the session.	Guidance notes on Leading the DPLC Session. What the PLC Coordinator will have to say during each stage of the session	Guidance Notes on Teacher Activity during the DPLC Session. What teachers will do during each stage of the session	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Start the session by asking teachers to share two things they implemented based on the DPLC Session 5, developing learning plans for Weeks 7 and 8, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learned in DPLC Session 5, developing learning plans for Weeks 7 and 8, supported learning (NTS 1a-1c).	1.1 Share two things you implemented based on DPLC Session 5, developing learning plans for Weeks 7 and 8, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, discuss why you think what a colleague did through the application of lessons learned in DPLC Session 5, developing learning plans for Weeks 7 and 8, supported learning (NTS 1a-1c)	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Ask a teacher to read aloud the Purpose, Learning Outcomes (LOs), and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist teachers in the Art Department in utilising the teacher manual to create learning plans for lessons during Weeks 9 and 10. Art department teachers will focus on developing learning plans for the following lessons:	2.1 Read the Purpose, Learning Outcomes (LOs), and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist teachers in the Art Department in utilising the teacher manual to create learning plans for lessons during Weeks 9 and 10. Art department teachers will focus on developing learning plans for the following lessons:	60 mins

	a) Art and Design Foundation: i. Social and material conditions that produced designs in ancient cultures. ii. Sensory perceptions. b) Art and Design Studio: i. Multiple forms of artworks in Art and Design that can be used to solve identified problems in the society. ii. Multiple forms of artworks in Art and Design that can be used to solve identified problems in the society. c) Physical Education and Health - Core: i. Gymnastic (Forward roll) ii. Gymnastic (Backward roll) d) Physical Education and Health - Elective: i. The concept of physical activity. ii. The importance of physical activity for healthy living e) Performing Arts: i. Summarise the various Performing Arts processes undertaken using the appropriate terminologies associated with the processes (concept development, composition and performance). ii. Explain ways by which the Performing Arts are	a) Art and Design Foundation: i. Social and material conditions that produced designs in ancient cultures. ii. Sensory perceptions. b) Art and Design Studio: i. Multiple forms of artworks in Art and Design that can be used to solve identified problems in the society. ii. Multiple forms of artworks in Art and Design that can be used to solve identified problems in the society. c) Physical Education and Health - Core: i. Gymnastic (Forward roll) ii. Gymnastic (Backward roll) d) Physical Education and Health - Elective: i. The concept of physical activity. ii. The importance of physical activity for healthy living e) Performing Arts: i. Summarise the various Performing Arts processes undertaken using the appropriate terminologies associated with the processes (concept development, composition and performance). ii. Explain ways by which the Performing Arts are	
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	connected and related to the other art forms in the Ghanaian society. LO 1: Develop subject-specific learning plans for teaching Weeks 9 and 10 lessons using the teacher manual, considering GESI, ICT, SEL, National values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss the important aspects in Weeks 9 and 10 Art Department lessons in the teacher manual including content standards, LOs, LIs, key concepts, GESI, pedagogical exemplars and assessment strategies of the learning planner template. LI 1.2 Complete the learning planner templates for Weeks 9 and 10 Art Department lessons taking into consideration cross-cutting issues, GESI responsive resources, pedagogical exemplars and assessment strategies proposed in the teacher manual. LO 2: Review the learning plans for Weeks 9 and 10 of the subject-based Art Department lessons (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, key notes for differentiation, teaching and learning activities, assessment, and	connected and related to the other art forms in the Ghanaian society. LO 1: Develop subject-specific learning plans for teaching Weeks 9 and 10 lessons using the teacher manual, considering GESI, ICT, SEL, National values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss the important aspects in Weeks 9 and 10 Art Department lessons in the teacher manual including content standards, LOs, LIs, key concepts, GESI, pedagogical exemplars and assessment strategies of the learning planner template. LI 1.2 Complete the learning planner templates for Weeks 9 and 10 Art Department lessons taking into consideration cross-cutting issues, GESI responsive resources, pedagogical exemplars and assessment strategies proposed in the teacher manual. LO 2: Review the learning plans for Weeks 9 and 10 of the subject-based Art Department lessons (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, key notes for differentiation, teaching and learning activities, assessment, and	
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	closure) of the learning plan for Weeks 9 and 10 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 9 and 10 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 Ask teachers to refer to their teacher manual and read silently the content standards, LOs, LIs and pedagogical exemplars for their subjects in Weeks 9 and 10 (NTS 1a, 2c, 2f and 3d-3g). 2.3 Ask teachers to discuss at least two essential questions that will guide the lesson activities for Weeks 9 and 10 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation – (Week 9): - What are the social and material conditions in artmaking? - How can real-life situations be used to analyse the social and material conditions in art making? - What activities can learners use to categorise social and material conditions in artmaking that produced designs in ancient cultures? etc.	closure) of the learning plan for Weeks 9 and 10 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 9 and 10 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 Read silently the content standards, LOs, LIs and pedagogical exemplars for your subject in Weeks 9 and 10 in your teacher manual (NTS 1a, 2c, 2f and 3d-3g). 2.3 Discuss at least two essential questions that will guide the lesson activities in Weeks 9 and 10 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation – (Week 9): What are the social and material conditions in artmaking? etc.	
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	(Week 10): - What is sensory perception? - What real-life situations can be used to make learners become aware of things in their immediate environment? - How can learners use the awareness of the various sensory perceptions to develop art and design concepts? etc. b) Art and design Studio (Week 9): - What are Multiple art forms in Art and Design? - What are some identified problems in society? - What are some of the identified problems in society that can be solved using multiple artforms in artworks in Art and Design? etc. (Week 10): - How has the artist used multiple forms of artwork in Art and Design to solve some problems in their society? - What activities can help learners use multiple artforms in Art and Design to solve specific identified problems in society? etc. - Which societal problem in the community solved	(Week 10). What is sensory perception? b) Art and design Studio (Week 9): What are Multiple art forms in Art and Design? etc. . (Week 10): How has the artist used multiple forms of artwork in Art and Design to solve some problems in their society? etc.	
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	with Artworks easily comes to mind? c) Physical Education and Health - Core (Week 9): - What measures including safety precautions can be put in place to increase participation of diverse learners in floor activities in gymnastics? - How will gymnastics help improve an individual's flexibility, cardiovascular endurance, coordination and balance? - How can knowledge and skills of forward rolls be applied in daily life situations? (Week 10): - Why is it recommended to practise floor activities in gymnastics on soft surface or with a support at the initial stage of the practice? - How should the head and neck be positioned to prevent injury during backwards roll? - How will engagement in gymnastics boost individuals' confidence level to participate in other sports with high flexibility and agility? d) Physical Education and Health – Elective (Week 9): - What teaching strategies can empower learners to	c) Physical Education and Health - Core (Week 9): What measures including safety precautions can be put in place to increase participation of diverse learners in floor activities in gymnastics? (Week 10): Why is it recommended to practise floor activities in gymnastics on soft surface or with a support at the initial stage of the practice? d) Physical Education and Health – Elective (Week 9): What teaching strategies can empower learners to	
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	apply the concept of physical fitness to improve their regular participation in physical activity? ii. In what ways has the introduction of video games by the western world affected the engagement of physical activity of the youths in Ghana? iii. How important is the study of physical activity to the individuals and the society? etc. (Week 10): i. What additional innovative teaching strategies can be used to ensure that community members benefit from learners' knowledge in designing physical fitness plans? ii. Why is regular physical activity vital in maintaining a healthy lifestyle? iii. How does engagement in physical activity support academic performance and cognitive function? etc. e) Performing Arts – (Week 9): i. What are the key terminologies associated with performance in various performing arts disciplines, and how do they relate to the presentation and	apply the concept of physical fitness to improve their regular participation in physical activity? etc. (Week 10): What additional innovative teaching strategies can be used to ensure that community members benefit from learners' knowledge in designing physical fitness plans? etc. e) Performing Arts – (Week 9): What are the key terminologies associated with performance in various performing arts disciplines, and how do they relate to the presentation and	
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	interpretation of artistic works? ii. What strategies can be employed to effectively communicate the artistic intent and meaning of a performing arts piece through the use of terminology and language? iii. In what ways can learners apply their knowledge of these processes and terminologies to their own creative projects within the performing arts? etc. (Week 10): i. How do these three processes - concept development, composition, and performance - interconnect and influence one another throughout the creative journey? ii. In what ways do the Performing Arts intersect with visual arts, literature, and other creative disciplines to convey cultural narratives in Ghana? iii. How do the Performing Arts foster unity, identity, and communication within Ghanaian communities and beyond? etc. 2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 9	interpretation of artistic works? etc. (Week 10): How do these three processes - concept development, composition, and performance - interconnect and influence one another throughout the creative journey? etc. 2.4 Discuss at least two key notes on differentiation for	
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	and 10 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation – (Week 9): i. Task • State sources of inspiration for designs in ancient cultures. • Examine the social and material conditions in art making in ancient cultures. • Categories of social and material conditions in artmaking that facilitated designs in ancient cultures, etc. ii. Pedagogical Exemplars • Working in groups discuss the concept of design in ancient cultures by using resources such as photographs, videos, and real objects. • Task learners, working in groups/individually to analyse at least five (5) social and material conditions in art making in ancient cultures by using resources such as photographs, videos, and real objects. • Allow learners to work individually or generate charts/tables to categorise at least five (5) social and material conditions in art making in ancient cultures by using resources such as	Weeks 9 and 10 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation - (Week 9): i. Task State sources of inspiration for designs in ancient cultures. ii. Pedagogical Exemplars Working in groups discuss the concept of design in ancient cultures, etc.	
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	photographs, videos, and real objects, etc. iii. Key Assessment ● Present a photographic/drawing/ written and/or oral report on the concept of design in ancient cultures. ● Present a photographic/drawing/ written and/or oral report of at least four (4) social and material conditions in art making in ancient cultures. ● Produce charts/tables/photographs that categorise at least five (5) social and material conditions in art making in ancient cultures. (Week 10: i. Task ● Define sensory perception and list its major areas. ● Describe different perceptions associated with different body parts. ● Analyse how different sensory perceptions associated with different body parts are received. ii. Pedagogical Exemplars ● Working in groups discuss the concept of sensory perception.	iii. Key Assessment Present a photographic / drawing / written and / or oral report on the concept of design in ancient cultures, etc. (Week 10: i. Task Define sensory perception and list its major areas. ii. Pedagogical Exemplars Working in groups discuss the concept of sensory perception, etc.	
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	- Working in groups, individually to identify some real-life situations that can help the individual perceive the characteristics of things in their immediate environment using resources such as photographs, drawings, videos and real objects. - Working in groups/individually to examine at least five (5) activities on how artists use the awareness of the various sensory perceptions to develop art and design concepts, etc. iii. Key Assessment - Define sensory perception and outline external and internal sensory perceptions. - Categorise different perceptions associated with different body parts in humans.. - Analyse how different sensory perceptions associated with different body parts are received art and design concepts, etc b) Art and Design Studio (Week 9): i. Task - Identify some multiple 3-D art forms in Art and Design that can be	iii. Key Assessment Define sensory perception and outline external and internal sensory perceptions. b) Art and Design Studio - (Week 9): i. Task Identify some multiple 3-D art forms in Art and Design that can be used as interventions	
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	used as interventions for social problems. - Analyse how possible multiple forms of 3-D artworks in Art and Design have been used as interventions for social problems. - Generate an inventory of multiple 3-D forms of artworks, studio tasks that have been used as interventions for selected social problems, etc. ii. Pedagogical Exemplars - Learners work in groups to discuss multiple 3-D artforms in Art and Design and by using resources such as photographs, videos and real objects, and they show how particular art or design studio tasks can be used to create multiple 3-Dimensional artworks. - Learners in groups use resources like photographs, videos and real objects to solve some identified problems in the society and analyse how multiple 3-D art forms have been used as interventions for problems in some societies. etc. - Learners in mixed groups should examine at least five (5) identified problems in society that can be	for social problems. etc. ii. Pedagogical Exemplars Learners work in groups to discuss multiple 3-D artforms in Art and Design and by using resources such as photographs, videos and real objects, and they show how particular art or design studio tasks can be used to create multiple 3-Dimensional artworks etc.	
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	solved using a range of forms in art and design. Using both manual and digital tools, they should then generate a pictorial inventory of proposed multiple 3-D forms that can be used as Art and Design interventions for the problem you identified in your community. In the inventory, issues, problems, and challenges identified in the community by the learners should be juxtaposed with a number of proposed 3-Dimensional interventions. iii. Key Assessment ● Individually prepare a written/oral/pictorial presentation on at least 5 (five) art forms in art and design, that might be used as interventions/solutions for social problems ● Generate a written/oral/pictorial/v video report on how art forms in art and design have been used as interventions/solutions for at least. ● Create a manual or digital pictorial inventory of possible multiple art forms in art and design showing how they have been used as interventions for specific problems in society. etc.	iii. Key Assessment Individually prepare a written/oral/pictorial presentation on at least 5 (five) art forms in art and design, that might be used as interventions/solutions for social problems etc.	
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	(Week 10): i. Task ● Identify some multiple 2-D art forms in Art and Design that can be used as intervention for social problems?. ● Analyse how possible multiple forms of 2-D artworks in Art and Design have been used as intervention for social problems. ● Generate an inventory of multiple 2-D forms of artworks studio tasks that has been used as intervention for selected social problems, etc. ii. Pedagogical Exemplars ● Learners work in groups by using resources such as photographs, videos and real objects to identify multiple 3-D art forms in Art and Design that can be used as intervention for selected social problems ● Learners in groups use resources like photographs, videos and real objects to identify problems in society and analyse how multiple 2-D art forms have been used as interventions for problems in some societies. Direct learners to look for: How multiples of	(Week 10): i. Task Identify some multiple 2-D art forms in Art and Design that can be used as intervention for social problems?, etc. ii. Pedagogical Exemplars Learners work in groups by using resources such as photographs, videos and real objects to identify multiple 3-D art forms in Art and Design that can be used as intervention for selected social problems, etc.	
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	different 2-Dimensional artistic forms can be used for the same issue, problem or challenge in the community. • Learners in mixed groups examine at least five (5) identified problems in society that can be solved using multiple artforms in art and design, then use both the manual and digital tools to generate a pictorial inventory of proposed multiple 2-D art forms that can be used as interventions for the problem you identified in your community. etc. iii. Key Assessments • Prepare a written/oral/pictorial presentation on at least 5 (five) multiple 2-D art forms in art and design, that can be used as intervention for social problems. • Generate a written/oral/pictorial/v ideo etc report on how multiple 2-D art forms in art and design have been used as intervention for at least four (4) societal problems. • Create a manual or digital pictorial inventory of possible multiple 2-D art forms in art and design		
		iii. Key Assessments Prepare a written/oral/pictorial presentation on at least 5 (five) multiple 2-D art forms in art and design, that can be used as intervention for social problems etc.	

	showing how they have been used as interventions for specific problems in the society, etc. c) Physical Education and Health – Core (Week 9): i. Task - What are the key steps involved in performing a forward roll in gymnastics? - Describe the proper body positioning at the start and finish of a forward roll. - Demonstrate how the forwards roll is performed. ii. Pedagogical Exemplars - In mixed ability groups, ask learners to observe charts/pictures/videos of different performances of gymnastics activities and classify them into the two main categories. The discussion should be led by the teacher. Lead learners to warm up after the presentations. Show learners a short video or pictures of the stance and the movement during the activity. Practically take them through the phases of the forward roll step by step. a.	c) Physical Education and Health – Core (Week 9): i. Task What are the key steps involved in performing a forward roll in gymnastics? ii. Pedagogical Exemplars In mixed ability groups, ask learners to observe charts/pictures/videos of different performances of gymnastics activities and classify them into the two main categories. The discussion should be led by the teacher. Lead learners to warm up after the presentations. Show learners a short video or pictures of the stance and the movement during the activity. Practically take them through the phases of the forward roll step by step. a. Starting Position (Prosper Stance): Describe and	
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	Starting Position (Prosper Stance): Describe and demonstrate the stance for learners to see. ● In their mixed ability groups, help learners to take the right stance behind their mats/foams by standing with feet flat on the ground and slightly wider than shoulder-width apart. ● Assist learners to squat from that position with the palm of their hands placed shoulder-width apart on the mat/foam in front of them with the fingers pointing forward. b. The roll: ● Guide learners to tuck their heads in with the chin to the chest, rise hip and look backwards through the legs. ● Ask learners to bend the knees, lower the head and initiate the roll by pushing off with the feet to roll into long sitting. Ask learners to keep their heads tucked as they roll, and aim to land on the upper part of the back (small back) and not the neck. Let them keep the arms straight as they initiate the roll and	demonstrate the stance for learners to see.	
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	gradually bending them to absorb the impact of body weight. Support learners to roll over slowly into long sitting and ask teammates to support as well. ● Allow learners to practise for a while before moving on to the finishing of the activities. c. Finishing Position: Finishing the activity: ● Assist learners to complete the roll by ending up in a squatting position, standing up without supporting the body with the hands and rising the hands high above the head after standing. Learners finding it difficult to finish the activity should be supported by peers and the teacher. ● Guide learners to practise the roll for some time. ● Invite groups to perform the activity to the class. . iii. Key Assessments ● Describe the concept of gymnastics and classify gymnastics performances into the two main categories.		
		iii. Key Assessments Describe the concept of gymnastics and classify gymnastics performances into the two main categories	

	● Perform forward roll into long sitting with or without support. ● Perform forward roll in two successions without support (Week 10): i. Task ● Describe the proper body positioning at the start and finish of a backward roll. ● Perform the backwards roll with support. ● Perform the backward roll without support. ii. Pedagogical Exemplars ● In mixed ability and mixed gender groups, let learners observe charts/pictures or watch a short video on backward roll. Practically take learners through the phases of the roll step by step. a. Starting Position: Stand/Squat stance ● In mixed ability groups, help learners take the right stance in front of their mats by standing and then squatting near the mat with their back towards/facing the mat. ● Help learners hold their hands shoulder high close to the body	(Week 10): i. Task Describe the proper body positioning at the start and finish of a backward roll. ii. Pedagogical Exemplars ● In mixed ability and mixed gender groups, let learners observe charts/pictures or watch a short video on backward roll. Practically take learners through the phases of the roll step by step. a. Starting Position: Stand/Squat stance	
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	with palms flat facing upwards ● Ask learners to drop their hips down like trying to sit on the mat/foam with head and chin tucked to the chest maintaining a round back. b. The roll: ● Ask learners to roll backwards by bringing the legs up over the head pushing with the hands and arms just before the feet contact the floor into a squat stand with support. Allow learners practise the movement for some time. ● Regroup learners into ability groups: Put learners who have gotten the concept and can practise on their own into groups and allow them to practise on their own with little supervision and learners with some difficulties into another group to practise with support from their peers who have grasp the technique. Learners who are finding it very difficult to grasp the technique of rolling should be supported by the teacher and peers.		
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	c. Finishing Position: Finishing the activity ● Ask learners to roll backwards by bringing the legs up over the head pushing with the hands and arms just before the feet contact the floor into a squat stand with or without support and straighten up and raise the arms up above the head to finish the activity. iii. Key Assessments ● Describe the proper body positioning at the start and finish of a forward roll. ● Perform the backwards roll with support. ● Perform the backward roll without support d) Physical Education and Health - Elective (Week 9): i. Task ● Demonstrate any three physical activities regularly performed for healthy living. ● Perform two activities for each of the three forms of physical activity, Low intensity activity, m Moderate intensity activity, Vigorous intensity activity.	iii. Key Assessments Describe the proper body positioning at the start and finish of a forward roll. d) Physical Education and Health - Elective (Week 9): i. Task Demonstrate any three physical activities regularly performed for healthy living, etc.	
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	● Design a well-structured weekly physical activity plan based on the three forms of physical activity (low intensity, moderate intensity and vigorous intensity). etc. ii. Pedagogical Exemplars ● Show videos on physical activities, physical inactivity and sedentary behaviours for learners to observe and identify the differences between the three forms of activity. ● Learners in their mixed-ability groups perform physical activities in various intensities while using the three different methods to measure the intensities. ● Assign learners in mixed-ability, gender, religion, etc. groupings to research and design appropriate physical activity plans for their class, family or local community, etc. to regularly engage in., etc. iii. Key Assessment ● For each of the following, state two activities that reflect being active, inactive or sedentary: aerobic dancing, playing oware, pounding	ii. Pedagogical Exemplars Show videos on physical activities, physical inactivity and sedentary behaviours for learners to observe and identify the differences between the three forms of activity, etc. iii. Key Assessment For each of the following, state two activities that reflect being active, inactive or sedentary: aerobic dancing, playing oware, pounding fufu,	
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	fufu, sweeping the compound, drawing water from the well, hiking, cycling over a hill, playing video games and gardening. ● Explain with examples the three forms of physical activity (low intensity, moderate intensity and vigorous intensity). ● Plan a presentation to educate the local community on the need to engage in regular physical activity taking into consideration the age groups and the appropriate corresponding levels of intensity, etc. (Week 10): i. Task ● Prepare a concept map/diagram to showcase the importance of physical activity for the following categories of people: i. Adolescents ii. Pregnant women iii. Adults (18-64 years) ● Apply the WHO guidelines and recommendations for physical activity requirements to your daily physical activity practices as an adolescent and	sweeping the compound, drawing water from the well, hiking, cycling over a hill, playing video games and gardening., etc. (Week 10): i. Task Prepare a concept map/diagram to showcase the importance of physical activity for the following categories of people, etc.	
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	provide written feedback after a week. ● Design a three-day physical activity schedule for a pregnant and postpartum woman taking into consideration duration and intensity of activities, etc. ii. Pedagogical Exemplars ● Place learners in mixed groups to discuss the importance of physical activity. Design and display a flyer that contains different side effects of an inactive lifestyle ● In groups, provide learners with the opportunity to further research WHO guidelines/recommendations for physical activity, share ideas and present their group work for class discussions ● Task groups to design a personal physical activity schedule for a week. Encourage learners with additional needs to participate in the design process through learner-teacher activities/engagement, etc.	ii. Pedagogical Exemplars Place learners in mixed groups to discuss the importance of physical activity. Design and display a flyer that contains different side effects of an inactive lifestyle, etc.	
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	iii. Key Assessment ● Explain the importance of physical activity for an adolescent? ● Describe why people living with chronic diseases and disabilities need to engage in moderate intensity physical activities. ● Justify why it is important for adolescents to engage in at least 60 minutes per day of moderate to vigorous intensity of physical activity, etc. e) Performing Arts – (Week 9): i. Task ● Providing different lists of terminology associated with performing arts processes, offering simpler terminology for learners who may struggle with complex vocabulary and more advanced terms for those who can handle them ● Creating terminology glossaries with concise definitions and examples to support students who need additional assistance with terminology comprehension	iii. Key Assessment Explain the importance of physical activity for an adolescent? etc. e) Performing Arts – (Week 9): i. Task Providing different lists of terminology associated with performing arts processes, offering simpler terminology for learners who may struggle with complex vocabulary and more advanced terms for those who can handle them, etc.	
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	● Assigning terminology-related tasks that match individual learners' readiness. For instance, some students may be tasked with defining and using specific terms, while others can be challenged to apply them in real-world contexts, etc. ii. Pedagogical Exemplars ● Assigning tasks that require learners to analyse and critique the use of terminology in professional performances. This can involve written or oral presentations ● Allowing learners to work individually, in pairs, or in small groups to research and discuss terminology, respecting their preferences for collaboration ● Implementing opportunities for learners to collaborate and teach one another terminology associated with these processes. Peer teaching can support understanding and retention, etc. iii. Key Assessment ● Encouraging learners to create their own	ii. Pedagogical Exemplars Assigning tasks that require learners to analyse and critique the use of terminology in professional performances. This can involve written or oral presentations, etc. iii. Key Assessment Encouraging learners to create their own	
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	artistic work using the terminology associated with the processes. This can be in the form of original compositions, performances, or visual art pieces • Making learners create a portfolio or glossary of performing arts terminology, where they not only define the terms but also provide examples from real-world performances or their own projects • Ask students to maintain reflection journals in which they record their understanding and application of terminology as they progress through the processes of concept, etc. (Week 10): i. Task • Provide students with information about a variety of Ghanaian art forms, including traditional dance, music, drama, visual arts, literature, and more. Allowing learners to focus on concept development, composition, and performances that interest them most	artistic work using the terminology associated with the processes. This can be in the form of original compositions, performances, or visual art pieces, etc. (Week 10): i. Task Provide students with information about a variety of Ghanaian art forms, including traditional dance, music, drama, visual arts, literature, and more. Allowing learners to focus on concept development, composition, and performances that	
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	● Incorporating a range of performing arts disciplines in the content including music samples, and visual art displays ● Providing historical and cultural contexts for the Performing Arts and their relationships with other art forms in Ghana to help students understand the significance, etc. ii. Pedagogical Exemplars ● Presenting differentiated activities for concept development, composition, and performance, with varying levels of complexity. Learners can select tasks that match their skill levels and interest such as writing essays, while others may prefer to create visual presentations, perform, or produce multimedia projects ● Encouraging group research projects where learners investigate how various art forms intersect and complement each other in Ghanaian society ● Conducting Socratic seminars where students discuss the	interest them most, etc. ii. Pedagogical Exemplars Presenting differentiated activities for concept development, composition, and performance, with varying levels of complexity. Learners can select tasks that match their skill levels and interest such as writing essays, while others may prefer to create visual presentations, perform, or produce multimedia projects, etc.	
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	connections between art forms, fostering critical thinking and collaboration, etc. iii. Key Assessment ● Assigning creative projects that involve creating an artistic representation or performance to demonstrate the connections, allowing learners to apply their understanding in a practical manner ● Permitting learners to demonstrate their understanding of performing arts processes in various ways, such as written reports, multimedia presentations, artistic performances, or oral explanations, based on their strengths and preferences ● Allowing learners to create visual presentations (e.g., slideshows, infographics) to showcase the relationships between the Performing Arts and other art forms, enabling those with strong visual communication skills to shine, etc. 2.5 Ask teachers in their subject groups or as individuals to complete learning planners for Weeks	iii. Key Assessment Assigning creative projects that involve creating an artistic representation or performance to demonstrate the connections, allowing learners to apply their understanding in a practical manner, etc. 2.5 In your subject groups or individually, complete learning planners for Weeks 9 and 10. It should include and	
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	9 and 10. Teachers should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning planner to cater for all learners (NTS 3a, 3e-3g and 3k).	ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning planner to cater for all learners (NTS 3a, 3e-3g and 3k).	
3. Peer-review of learning plans. ● Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to exchange one of their learning plans with colleagues in the same department (where applicable) and peer review the content (such as essential questions, key notes for differentiation, teaching and learning activities, assessment, and closure) of the learning plan (NTS 1a, 1b and 1e-1g). Note: Areas for vital review: - Alignment between teacher manual and learning plans. - Innovativeness of pedagogical choices - Incorporation of GESI, SEL, national values and 21st century skills - Differentiated instruction and assessment - Appropriateness of crafted essential questions, etc. 3.2 Ask teachers to implement the recommendations made by a peer reviewer to their	3.1 Exchange one of your learning plans with a colleague in the same department (where applicable) and peer review the content (such as essential questions, key notes for differentiation, teaching and learning activities, assessment, and closure) of a learning plan (NTS 1a, 1b and 1e-1g). Note: Areas for vital review: - Alignment between teacher manual and learning plans - Innovativeness of pedagogical choices - Incorporation of GESI, SEL, national values and 21st century skills - Differentiated instruction and assessment - Appropriateness of crafted essential questions, etc. 3.2 Implement the recommendations made by a peer reviewer to your	10 mins

	learning plans as appropriate (NTS 1b).	learning plan as appropriate (NTS 1b).	
4. Reflection on the session: • Reflecting on what has been learned in the session. Advance preparation towards next PLC session	4.1 Ask teachers to share their views and experiences about the session (NTS 1a). 4.2 Encourage teachers who did not complete their learning plans during the session to complete them (NTS 3I). 4.3 Remind teachers to read the contents of Weeks 11 and 12 of the teacher manual ahead of time and the DPLC Handbook Session 7 in preparation for the next session and bring along their DPLC Handbook and teacher manual (NTS 1a, 1b).	4.1 Share your views and experiences about the session (NTS 1a). 4.2 Complete your learning plans which were not completed during the session (NTS 3I). 4.3 Remember to read the contents of Weeks 11 and 12 of the teacher manual ahead of time and the DPLC Handbook Session 7 in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a, 1b).	10 mins

DPLC Session 7: Developing learning plans for Weeks 11 and 12

The sections below provide the frame for what is to be done in the session.	Guidance notes on Leading the DPLC Session. What the PLC Coordinator will have to say during each stage of the session	Guidance Notes on Teacher Activity during the DPLC Session. What teachers will do during each stage of the session	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Start the session by asking teachers to share two things they implemented based on the DPLC Session 6, developing learning plans for Weeks 9 and 10, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learned in DPLC Session 6, developing learning plans for Weeks 9 and 10, supported learning (NTS 1a-1c).	1.1 Share two things you implemented based on DPLC Session 6, developing learning plans for Weeks 9 and 10, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, discuss why you think what a colleague did through the application of lessons learned in DPLC Session 6, developing learning plans for Weeks 9 and 10, supported learning (NTS 1a-1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning	2.1 Ask a teacher to read aloud the Purpose, Learning Outcomes (LOs), and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist teachers in the Art Department in utilising the teacher manual to create learning plans for lessons during Weeks 11 and 12. Art department teachers will focus on developing learning plans for the following lessons:	2.1 Read the Purpose, Learning Outcomes (LOs), and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist teachers in the Art Department in utilising the teacher manual to create learning plans for lessons during Weeks 11 and 12. Art department teachers will focus on developing learning plans for the following lessons:	60 mins

planners to be completed per session)	a) Art and Design Foundation: i. Difference between sensory perception and cultural awareness ii. Visuality, meaning-making, and art and design production in relation to art and design. b) Art and Design Studio: i. Creating multiple proposals with accompanying notes in 2D, 3D, or mixed-media presentations for possible art and design studio task c) Physical Education and Health - Core: i. Gymnastics (Handstand) ii. Foot game (Passing and receiving in football using the inside of the foot) d) Physical Education and Health - Elective: i. Application of the concept of physical activity in everyday life. ii. The concept of training principles for sports performance e) Performing Arts: i. Identify Performing Arts business opportunities and challenges ii. Analyse business opportunities and challenges in the Performing Arts sector.	a) Art and Design Foundation: i. Difference between sensory perception and cultural awareness. ii. Visuality, meaning-making, and art and design production in relation to art and design. b) Art and Design Studio: i. Creating multiple proposals with accompanying notes in 2D, 3D, or mixed-media presentations for possible art and design studio tasks. c) Physical Education and Health - Core: i. Gymnastics (Handstand) ii. Foot game (Passing and receiving in football using the inside of the foot) d) Physical Education and Health - Elective: i. Application of the concept of physical activity in everyday life. ii. The concept of training principles for sports performance f) Performing Arts: i. Identify Performing Arts business opportunities and challenges ii. Analyse business opportunities and challenges in Performing Arts sector	
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	LO 1: Develop subject-specific learning plans for teaching Weeks 11 and 12 lessons using the teacher manual, considering GESI, ICT, SEL, National values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss the important aspects in Weeks 11 and 12 Art Department lessons in the teacher manual including content standards, LOs, LIs, key concepts, GESI, pedagogical exemplars and assessment strategies of the learning planner template. LI 1.2 Complete the learning planner templates for Weeks 11 and 12 Art Department lessons taking into consideration cross-cutting issues, GESI responsive resources, pedagogical exemplars and assessment strategies proposed in the teacher manual. LO 2: Review the learning plans for Weeks 11 and 12 of the subject-based Art Department lessons (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, activities for differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 11 and 12 in line with the LOs, LIs and key	LO 1: Develop subject-specific learning plans for teaching Weeks 11 and 12 lessons using the teacher manual, considering GESI, ICT, SEL, National values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss the important aspects in Weeks 11 and 12 Art Department lessons in the teacher manual including content standards, LOs, LIs, key concepts, GESI, pedagogical exemplars and assessment strategies of the learning planner template LI 1.2 Complete the learning planner templates for Weeks 11 and 12 Art Department lessons taking into consideration cross-cutting issues, GESI responsive resources, pedagogical exemplars and assessment strategies proposed in the teacher manual. LO 2: Review the learning plans for Weeks 11 and 12 of the subject-based Art Department lessons (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, activities for differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 11 and 12 in line with the LOs, LIs and key	
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	concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 11 and 12 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 Ask teachers to refer to their teacher manual and read silently the content standards, LOs, LIs and pedagogical exemplars for their subjects in Weeks 11 and 12 (NTS 1a, 2c, 2f and 3d-3g). 2.3 Ask teachers to discuss at least two essential questions that will guide the lesson activities for Weeks 11 and 12 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation – (Week 11): - What is cultural awareness? - How can learners identify the relationship and differences between sensory perception and cultural awareness? - How would learners identify the relationship and differences between sensory perception and cultural awareness?	concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 11 and 12 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 Read silently the content standards, LOs, LIs and pedagogical exemplars for your subject in Weeks 11 and 12 in your teacher manual (NTS 1a, 2c, 2f and 3d-3g). 2.3 Discuss at least two essential questions that will guide the lesson activities in Weeks 11 and 12 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation – (Week 11): What is cultural awareness?	
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	(Week 12): i. What is visuality in art and design? ii. Why is Visuality, Meaning-making, and Art and design production important in artmaking? iii. How would learners use visuality, meaning-making, and art and design production in relation to art and design to develop art and design concepts as interventions for problems in their society? etc. b) Art and design Studio - (Week 11): i. How can multiple proposals with accompanying notes in 2D, 3D, or mixed-media presentations impact the ability of the learner to create possible art and design works? ii. In what way can concepts from animate and inanimate objects in the environment aid the learners to develop multiple proposals with accompanying notes in 2D, 3D, or mixed-media presentations? iii. How can learners use multiple proposals with accompanying notes in 2D, 3D, or mixed-media presentations for	(Week 12): What is visuality in art and design? b) Art and design Studio - (Week 11): How can multiple proposals with accompanying notes in 2D, 3D, or mixed-media presentations impact the ability of the learner to create possible art and design works? etc.	
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	keeping records of artworks and objects in their environment? etc. (Week 12): i. What are some common strategies for creating multiple proposals with accompanying notes in 2D, 3D, or mixed-media presentations for possible art and design studio tasks? ii. How can learners use multiple proposals in 2D, 3D, or mixed-media presentations to develop art and design concepts that will make them part of the global discussion on art and design? iii. What strategies can learners adopt to use multiple proposals in 2D, 3D, or mixed-media presentations to develop art and design concepts as interventions for problems in their society? etc. c) Physical Education and Health – Core (Week 11): i. Which additional pedagogies will help make teaching and learning of gymnastics more inclusive?	(Week 12): What are some common strategies for creating multiple proposals with accompanying notes in 2D, 3D, or mixed-media presentations for possible art and design studio tasks? etc. c) Physical Education and Health - Core (Week 11): Which additional pedagogies will help make teaching and learning of gymnastics more inclusive?.	
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	- ii How will skills gain in the hand placement and balancing once inverted in handstand aid easy participation in games that require strength in the arms, flexibility and coordination? - iii How is handstand related to dance choreography in adding flair and dynamic movement sequence? (Week 12): i. How will mastery of passing and receiving in football boost learners' confidence level in playing in a competitive football game. - ii How does the concept of creating passing lanes contribute to successful team movements in sports? - iii How does effective passing and receiving contribute to winning a football game? d) Physical Education and Health - Elective (Week 11): i. How can the integration of physical activity into daily classroom routines promote learners' health and well-being? ii. How can hindrances to training routines be	(Week 12): How will mastery of passing and receiving in football boost learners' confidence level in playing in a competitive football game. d) Physical Education and Health - Elective (Week 11): How can the integration of physical activity into daily classroom routines promote learners' health and well-being? etc.	
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	overcome by aspiring sports iii. In what ways can an individual be convinced to stick to their physical activity schedules? etc. (Week 12): i. How will the concept of sports training help learners to embrace scientific procedures exercising? ii. How does knowledge gain training principles of sports performance impact performance of athletes? iii. How does knowledge in training principles of sports performance prevent injuries? etc. e) Performing Arts – (Week 11): i. What are the key business opportunities that exist within the field of performing arts, and how do they contribute to the sustainability of the arts industry? ii. What are the various avenues for revenue generation in the performing arts, including ticket sales, grants, merchandise, and more? iii. How do performing artists and organisations harness technology and digital platforms to reach	(Week 12): How will the concept of sports training help learners to embrace scientific procedures exercising? etc. e) Performing Arts – (Week 11): What are the key business opportunities that exist within the field of performing arts, and how do they contribute to the sustainability of the arts industry? etc.	
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	broader audiences and create new business opportunities? etc. (Week 12): - What are the career prospects and opportunities for arts management, event production, and arts entrepreneurship within the Performing Arts sector? - What are the key business opportunities within the Performing Arts sector, and how do they contribute to the sustainability and growth of the industry? - What financial challenges do artists and organisations face, and how can they develop sustainable financial models to thrive in the sector? etc. 2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 11 and 12 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. - Art and Design Foundation - (Week 11): - Task - Explain the term cultural awareness. - State any two differences between sensory perception and cultural awareness.	(Week 12): What are the career prospects and opportunities for arts management, event production, and arts entrepreneurship within the Performing Arts sector? etc. 2.4 Discuss at least two key notes on differentiation for Weeks 11 and 12 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. - Art and Design Foundation - (Week 11): - Task - Explain the term cultural awareness.	
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	● Apply sensory perception and cultural awareness as foundation for creative thinking to produce an artwork. ii. Pedagogical Exemplar ● In a general class discussion, brainstorm to discuss the meaning of perception and awareness.. ● In a group discussion, differentiate between bodily awareness (primary) and social awareness (secondary). ● In small groups, task learners in groups use sensory perception and cultural awareness as foundation for creative thinking and visual representations. iii. Key Assessment ● Explain the meaning of perception and awareness. ● Categorise sensory perceptions into internal and external sensations. ● Analyse the combination of sensory and cultural awareness as the basis for differences in creative thinking and visual representations. (Week 12): i. Task ● Explain the term visuality.	ii. Pedagogical Exemplar In a general class discussion, brainstorm to discuss the meaning of perception and awareness. iii. Key Assessment Explain the meaning of perception and awareness. Week 12): i. Task Explain the term visuality.	
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	• Differentiate between sight (vision) and seeing (visuality) as physiological phenomena, and social programmes Examining how visuality, meaning-making, and art and design production can be used to develop art and design concepts. • Discuss how ways of seeing (different visualities) generate meaning in different contexts through representations ii. Pedagogical Exemplars • In mixed groups, discuss the meaning of the term visuality. Support/materials such as images relating to visuality should be provided to encourage learners of all levels of ability. • In small groups, brainstorm/brain-write to differentiate between sight (vision) and seeing (visuality) as physiological phenomena, and social programme. • In mixed ability groups, discuss how ways of seeing (different visualities) generate meaning in different contexts through representations. iii. Key Assessment • Define the term visuality.	ii. Pedagogical Exemplars Working in SEN groups (where applicable) learners Analyse the concepts and differences within Visuality, meaning-making, and Art and Design production, etc. iii. Key Assessment Define the term visuality.	
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	● Discuss how ways of seeing (different visualities) generate meaning in different contexts, through representations. ● Use pictorial/oral and/or written report covering at least four (4) activities to show how visuality, meaning-making have been used to develop art and design concepts to solve specific problems in society. b) Art and Design Studio - (Week 11): i. Task ● List the characteristics of an artist's portfolio. ● Analyse the process of building multiple proposals with accompanying notes in 2D, 3D, or mixed-media presentations in line with portfolio building. ● Create multiple manual and digital portfolios of 2D, 3D, or mixed-media presentations with accompanying notes, etc. ii. Pedagogical Exemplars ● In small groups, learners use resources such as photographs, videos, and real objects to research and document the	b) Art and Design Studio - (Week 11): i. Task List the characteristics of an artist's portfolio, etc. ii. Pedagogical Exemplars In small groups, learners use resources such as photographs, videos, and real objects to research and	
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	characteristics of an artist's portfolio and proposal presentation.. ● Guide learners to discuss the characteristics of portfolios as multiple proposals with accompanying notes in 2D, 3D, or mixed-media presentations. ● In a mixed group, analyse the process of building multiple proposals with accompanying notes in 2D, 3D, or mixed-media presentations in line with portfolio building. Let learners use resources such as photographs, visual dairies, videos, and real objects to examine the different forms of proposals with accompanying text notes in 2D, 3D, or mixed-media presentations., etc. iii. Key Assessments ● List the key characteristics of an artist's portfolio, etc ● Accept written/oral/pictorial presentation on the characteristics of an artist's portfolio ● Accept a written/oral/pictorial presentation on the process of building multiple proposals with accompanying	document the characteristics of an artist's portfolio and proposal presentation. etc. iii. Key Assessments List the key characteristics of an artist's portfolio, etc.	
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	notes in 2D, 3D, or mixed-media presentations in line with portfolio building., etc. (Week 12): i. Task ● Identify how photography can be used to create multiple proposals with accompanying notes in 2D, 3D, or mixed-media presentations for possible tasks in art and design studio, etc. ● Produce a copy of an existing concept of multiple proposals in 2D, 3D, or mixed-media presentations for possible art and design studio tasks with photographs, web-based images, magazines and newspapers images, and images. ● learners to access and use photographs, web-based images, magazines, newspapers and other sources to create scrapbooks and visual dairies, etc. ii. Pedagogical Exemplars ● In small groups, identify and record the key characteristics of photographs within an artist's portfolio and proposal presentation. Encourage learners to use various resources	(Week 12): i. Task Identify how photography can be used to create multiple proposals with accompanying notes in 2D, 3D, or mixed-media presentations for possible tasks in art and design studio, etc ii. Pedagogical Exemplars In small groups, identify and record the key characteristics of photographs within an artist's portfolio and proposal presentation. Encourage learners to use various resources	
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	such as photographs, videos, real objects, drawings, sketches, assorted forms of images, and personal experiences to identify common approaches employed in creating multiple proposals with accompanying notes. These proposals should be presented in 2D, 3D, or mixed-media formats, made for potential art and design studio tasks. ● In mixed groups, examine the differences between photographic proposals, presentations of real art, and visual diaries. Encourage learners to collaborate both individually and in groups to create copies of existing simple multiple proposals in 2D, 3D, or mixed-media presentations. These copies should be tailored for potential art and design studio tasks, using various art-making techniques such as photography, and more. ● Task learner groups to employ various approaches, including photographing, glueing, collage and scrapbooking, with photographs, web-	such as photographs, videos, real objects, drawings, sketches, assorted forms of images, and personal experiences to identify common approaches employed in creating multiple proposals with accompanying notes. These proposals should be presented in 2D, 3D, or mixed-media formats, made for potential art and design studio tasks., etc.	
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	based images, etc, these techniques will help in the development of simple multiple proposals presented in 2D, 3D, or mixed-media formats, suitable for addressing the specific art and design studio tasks, etc. iii. Key Assessments ● Describe how photography can be used to create multiple proposals with accompanying notes in 2D, 3D, or mixed-media presentations for possible tasks in art and design studio. ● State 6 (six) relationships between photographs and artist's portfolio. ● Use the relevant resources to generate a copy of an existing concept of multiple proposals in 2D, 3D, or mixed-media presentations generated for possible art and design studio tasks with photographs, etc. c) Physical Education and Health - Core (Week 11): i. Task ● Describe the proper body positioning at the start and finish of a handstand. ● Perform the handstand with support.	iii. Key Assessments Describe how photography can be used to create multiple proposals with accompanying notes in 2D, 3D, or mixed-media presentations for possible tasks in art and design studio., etc. c) Physical Education and Health - Core (Week 11): i. Task Describe the proper body positioning at the start and finish of a handstand, etc.	
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	● Perform the handstand without support. ii. Pedagogical Exemplars ● In mixed ability and mixed gender groups, let learners observe charts/pictures or watch a short video on handstand. ● Demonstrate or ask any learners who have grasped the concept after watching the video or pictures to demonstrate to the class to see before taking learners through the phases of the handstand step by step., etc. (for further reading, refer to the teacher manual) iii. Key Assessment ● In two teams of 5V5; 6V6 and 7V7 in a 20X25 area: 25X30 area and 30X35 area respectively, let learners play a mini game with emphasises on using the inside of the foot to pass and receive the ball. The team that is able to connect 3 consecutive passes using the inside of the foot scores a point. An additional point is awarded if teams are able to score a goal with the consecutive passes	ii. Pedagogical Exemplars In mixed ability and mixed gender groups, let learners observe charts/pictures or watch a short video on handstand. etc. iii. Key Assessment In two teams of 5V5; 6V6 and 7V7 in a 20X25 area: 25X30 area and 30X35 area respectively, let learners play a mini game with emphasises on using the inside of the foot to pass and receive the ball. The team that is able to connect 3 consecutive passes using the inside of the foot scores a point. An additional point is awarded if teams are able to score a goal with the consecutive passes	
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	(Week 12): i. Task ● Concept on determinants of health ● Categories of health determinants ● Barriers of accessing health services, etc. ii. Pedagogical Exemplars ● In groups, discuss determinants of health using collaborative learning. ● In groups, discuss the categories of health determinants using peer lead discussion. ● In groups, evaluate the barriers of accessing health services through collaborative learning, etc. iii. Key Assessment ● Accept three responses on determinants of health. ● Accept three responses on categories of health determinants. ● Accept three responses on barriers of accessing health services, etc. d) Physical Education and Health - Elective (Week 11): i. Task ● Discuss five ways of being physically active. ● Group performance of selected physical activities.	(Week 12): i. Task Concept on determinants of health, etc. ii. Pedagogical Exemplars In groups, discuss determinants of health using collaborative learning, etc. iii. Key Assessment Accept three responses on determinants of health, etc. d) Physical Education and Health – Elective (Week 11): i. Task Discuss five ways of being physically active, etc.	
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	● Designing a physical activity plan that will motivate regular engagement in performing the activities, etc. ii. Pedagogical Exemplars ● Learners engage in mixed gender groupings to discuss ways of being physically active and write them in their jotters. ● Engage learners in mixed-ability, gender, interest etc. groupings to select activities of their choice and perform them in the class. The skills, endurance, fitness levels and needs of all learners should be taken into consideration such that,. ● Learners who need some additional assistance are supported by the teacher or their colleagues to contribute their ideas to the discussion., etc. iii. Key Assessment ● List three strategies and three activities that can motivate individuals to engage in regular physical activity. ● Design a physical activity/training plan for the school's	ii. Pedagogical Exemplars Learners engage in mixed gender groupings to discuss ways of being physically active and write them in their jotters, etc. iii. Key Assessment List three strategies and three activities that can motivate individuals to engage in regular physical activity., etc.	
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	sports team to use as their training plan toward an inter-school competition. ● Create an exciting physical activity that will motivate the following groups to engage in routine physical activity, etc. (Week 12): i. Task ● Identify the types of sports training. ● Describe the methods of training. ● Discuss and prepare a presentation on the training principles for sports performance and present in class, etc. ii. Pedagogical Exemplars ● Engage learners to think-pair-share their ideas on types of sports training and note down a summary ● Engage learners in mixed-ability and gender groups to research from the internet, books, and other available sources ● Place learners in mixed groupings to discuss and prepare a presentation on the training principles for sports performance, etc.	(Week 12): i. Task Identify the types of sports training., etc. ii. Pedagogical Exemplars Engage learners to think-pair-share their ideas on types of sports training and note down a summary, etc.	
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	iii. Key Assessment ● State at least two types of sports training. ● Describe at least three principles of training for sports performance. ● Using at least two principles of training for sports performance, describe with examples how an athlete can improve their muscle strength through strength training, etc. e) Performing Arts - (Week 11): i. Task ● Providing different reading materials at varying complexity levels, including articles, reports, case studies, and interviews with industry experts, allowing learners to choose resources that match their reading comprehension levels and interests. ● Offering differentiated content by focusing on specific aspects of the Performing Arts business, such as marketing, funding, technology, or talent management. Allow learners to explore the area that most interests them. ● Inviting guest speakers from the performing	iii. Key Assessment State at least two types of sports training, etc. e) Performing Arts - (Week 11): i. Task ● Providing different reading materials at varying complexity levels, including articles, reports, case studies, and interviews with industry experts, allowing learners to choose resources that match their reading comprehension levels and interests.	
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	arts industry to discuss their experiences and insights, offering learners first hand exposure to industry professionals, etc. ii. Pedagogical Exemplars ● Creating role-play scenarios or business simulations in which students can actively explore and address real-world challenges and opportunities faced by professionals in the performing arts. ● Organise students into expert groups, with each group focusing on a specific aspect of performing arts business (e.g., marketing, funding, event management). Have them research and present their findings to the class. ● Arranging for learners to consult with industry professionals or inviting guest speakers who can provide guidance and insights on specific strategies and techniques, etc. iii. Key Assessment ● Ask learners to role-play as industry professionals, presenting their analysis of business opportunities and challenges as if they were addressing	ii. Pedagogical Exemplars Creating role-play scenarios or business simulations in which students can actively explore and address real-world challenges and opportunities faced by professionals in the performing arts. iii. Key Assessment Ask learners to role-play as industry professionals, presenting their analysis of business opportunities and challenges as if they were addressing	
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	stakeholders in a real-world setting. ● Assigning research reports in which learners delve deep into specific areas of interest, such as revenue streams, marketing strategies, or event management practices within the performing arts. ● Making learners create business proposals for new arts ventures or address specific challenges in existing organisations, fostering creative problem-solving. (Week 12): i. Task ● Providing a variety of information sources, such as articles, case studies, videos, and interviews with industry professionals. Offer materials at different reading levels to suit diverse learners. ● Allowing learners to choose whether they want to analyse business opportunities, challenges, or both in the Performing Arts sector. ● Offering different tiers of content based on readiness levels by providing simplified summaries for learners who require more foundational	stakeholders in a real-world setting. (Week 12): i. Task Providing a variety of information sources, such as articles, case studies, videos, and interviews with industry professionals. Offer materials at different reading levels to suit diverse learners.	
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	knowledge and in-depth materials for those seeking advanced insights, etc. ii. Pedagogical Exemplars ● Forming heterogeneous groups where learners with different strengths and expertise collaborate to analyse specific aspects of the Performing Arts business ● Organising project-based assignments where students can choose specific aspects of the Performing Arts business to investigate and analyse in-depth. This allows for autonomy and specialisation. ● Arranging debate sessions or panel discussions where students take on different roles to argue or discuss various aspects of the Performing Arts business. This promotes communication skills and critical thinking, etc. iii. Key Assessment ● Encouraging learners to compare the performing arts sector in their own region or country with that in Ghana, identifying similarities,	ii. Pedagogical Exemplars ● Forming heterogeneous groups where learners with different strengths and expertise collaborate to analyse specific aspects of the Performing Arts business iii. Key Assessment Making learners Ask learners to role-play as industry professionals, presenting their analysis of business opportunities and challenges as if they	
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	differences, and potential cross-border opportunities using variety of report formats, such as essays, research papers, or executive summaries, infographics for presentation of reports ● Encouraging learners to give oral presentations, allowing them to share their analyses with the class. This promotes public speaking skills and the ability to convey complex ideas verbally. ● Challenging learners to analyse business proposals addressing specific challenges or opportunities in the Performing Arts sector. This cultivates problem-solving and entrepreneurial skills, etc.	were addressing stakeholders in a real-world setting, etc.	
	2.5 Ask teachers in their subject groups or as individuals to complete learning planners for Weeks 11 and 12. Teachers should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning planner	2.5 In your subject groups or individually, complete learning planners for Weeks 11 and 12. It should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning planner to cater for all learners (NTS 3a, 3e-3g and 3k).	

	to cater for all learners (NTS 3a, 3e-3g and 3k).		
3. Peer-review of learning plans. • Reviewing plans to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to exchange one of their learning plans with colleagues in the same department (where applicable) and peer review the content (such as essential questions, key notes for differentiation, teaching and learning activities, assessment, and closure) of the learning plan (NTS 1a, 1b, and 1e-1g). Note: Areas for vital review: - Alignment between teacher manual and learning plans. - Innovativeness of pedagogical choices - Incorporation of GESI, SEL, national values and 21st century skills - Differentiated instruction and assessment - Appropriateness of crafted essential questions, etc. 3.2 Ask teachers to implement the recommendations made by a peer reviewer to their learning plans as appropriate (NTS 1b)	3.1 Exchange one of your learning plans with a colleague in the same department (where applicable) and peer review the content (such as essential questions, key notes for differentiation, teaching and learning activities, assessment, and closure) of a learning plan (NTS 1a, 1b, and 1e-1g). Note: Areas for vital review: - Alignment between teacher manual and learning plans - Innovativeness of pedagogical choices - Incorporation of GESI, SEL, national values and 21st century skills - Differentiated instruction and assessment - Appropriateness of crafted essential questions, etc. 3.2 Implement the recommendations made by a peer reviewer to your learning plan as appropriate (NTS 1b).	10 mins
4. Reflection on the session: • Reflecting on what has been learned in the session.	4.1 Ask teachers to share their views and experiences about the session (NTS 1a). 4.2 Encourage teachers who did not complete their learning plans during the	4.1 Share your views and experiences about the session (NTS 1a). 4.2 Complete your learning plans which were not completed during the session (NTS 3l).	10 mins

• Advance preparation towards next PLC session	session to complete them (NTS 3I). 4.3 Remind teachers to read the contents of Weeks 13 and 14 of the teacher manual ahead of time and the DPLC Handbook Session 8 in preparation for the next session and bring along their DPLC Handbook and teacher manual (NTS 1a, 1b).	4.3 Remember to read the contents of Weeks 13 and 14 of the teacher manual ahead of time and the DPLC Handbook Session 8 in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a, 1b).	
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DPLC Session 8: Developing learning plans for weeks 13 and 14

The sections below provide the frame for what is to be done in the session.	Guidance notes on Leading the DPLC Session. What the PLC Coordinator will have to say during each stage of the session	Guidance Notes on Teacher Activity during the DPLC Session. What teachers will do during each stage of the session	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Start the session by asking teachers to share two things they implemented based on the DPLC Session 7, developing learning plans for Weeks 11 and 12, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learned in DPLC Session 7, developing learning plans for Weeks 11 and 12, supported learning (NTS 1a-1c).	1.1 Share two things you implemented based on DPLC Session 7, developing learning plans for Weeks 11 and 12, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, discuss why you think what a colleague did through the application of lessons learned in DPLC Session 7, developing learning plans for Weeks 11 and 12, supported learning (NTS 1a-1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning	2.1 Ask a teacher to read aloud the Purpose, Learning Outcomes (LOs), and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist teachers in the Art Department in utilising the teacher manual to create learning plans for lessons during Weeks 13 and 14. Art department teachers will focus on developing learning plans for the following lessons:	2.1 Read the Purpose, Learning Outcomes (LOs), and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist teachers in the Art Department in utilising the teacher manual to create learning plans for lessons during Weeks 13 and 14. Art department teachers will focus on developing learning plans for the following lessons:	60 mins

planners to be completed per session)	a) Art and Design Foundation: i. How design concepts influence the design characteristics of objects and the design. ii. Difference between tradition, culture and worldviews in terms of design. iii. Visuality, meaning-making, as well as design production in relation to art and design. b) Art and Design Studio: i. The workability of conventional and non-conventional tools and materials from the environment that can be used to create 2-D art or design works. ii. Design and create 2-D art or design works using conventional and non-conventional materials, tools, and relevant processes to respond to societal problems. c) Physical Education and Health - Core: i. Identify and explain the various components of wellness. ii. Identify and explain the various components of wellness.	a) Art and Design Foundation, i. How design concepts influence the design characteristics of objects and the design. ii. Difference between tradition, culture and worldviews in terms of design. iii. Visuality, meaning-making, as well as design production in relation to art and design. b) Art and Design Studio: i. The workability of conventional and non-conventional tools and materials from the environment that can be used to create 2-D art or design works. ii. Design and create 2-D art or design works using conventional and non-conventional materials, tools, and relevant processes to respond to societal problems. c) Physical Education and Health - Core: i. Identify and explain the various components of wellness. ii. Identify and explain the various components of wellness.	
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	d) Physical Education and Health - Elective: - Apply the training principles for sports performance. - Discuss the concepts of anatomy and physiology in physical activity. e) Performing Arts: - Apply techniques and strategies to access identified business opportunities to address challenges of the performing Arts sector - Draft a business plan for the production of performing artworks LO 1: Develop subject-specific learning plans for teaching Weeks 13 and 14 lessons using the teacher manual, considering GESI, ICT, SEL, National values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss the important aspects in Weeks 13 and 14 Art Department lessons in the teacher manual including content standards, LOs, LIs, key concepts, GESI, pedagogical exemplars and assessment strategies of the learning planner template. LI 1.2 Complete the learning planner templates for Weeks 13 and 14 Art Department lessons taking into consideration cross-cutting	d) Physical Education and Health - Elective: - Apply the training principles for sports performance. - Discuss the concepts of anatomy and physiology in physical activity. f) Performing Arts: - Apply techniques and strategies to access identified business opportunities to address challenges of the performing Arts sector. - Draft a business plan for the production of performing artworks. LO 1: Develop subject-specific learning plans for teaching Weeks 13 and 14 lessons using the teacher manual, considering GESI, ICT, SEL, National values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss the important aspects in Weeks 13 and 14 Art Department lessons in the teacher manual including content standards, LOs, LIs, key concepts, GESI, pedagogical exemplars and assessment strategies of the learning planner template. LI 1.2 Complete the learning planner templates for Weeks 13 and 14 Art Department lessons taking into consideration cross-cutting	
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	issues, GESI responsive resources, pedagogical exemplars and assessment strategies proposed in the teacher manual. LO 2: Review the learning plans for Weeks 13 and 14 of the subject-based Art Department lessons (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, activities for differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 13 and 14 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 13 and 14 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 Ask teachers to refer to their teacher manual and read silently the content standards, LOs, LIs and pedagogical exemplars for their subjects in Weeks 13 and 14 (NTS 1a, 2c, 2f and 3d-3g). 2.3 Ask teachers to discuss at least two essential questions that will guide the lesson activities for Weeks	issues, GESI responsive resources, pedagogical exemplars and assessment strategies proposed in the teacher manual. LO 2: Review the learning plans for Weeks 13 and 14 of the subject-based Art Department lessons (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, activities for differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 13 and 14 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 13 and 14 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 Read silently the content standards, LOs, LIs and pedagogical exemplars for your subject in Weeks 13 and 14 in your teacher manual (NTS 1a, 2c, 2f and 3d-3g). 2.3 Discuss at least two essential questions that will guide the lesson activities in	
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	13 and 14 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation – (Week 13): i. Explain the term visual literacy as used in art and design. ii. How would learners explain the essence of meaning in the creation of cultural products of art and design? iii. How would learners use the influence of design concepts to create objects and designs as interventions for problems in their society? (Week 14): i. Why are tradition, culture and worldviews important in the generating of concepts for art and design? ii. How would the knowledge of visuality, meaning-making, and design production help learners improve their skills in art and design-making? iii. How can visuality, meaning-making, and design enhance learners' ability to identify and generate design concepts for the specific needs of society?	Weeks 13 and 14 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation – (Week 13): Explain the term visual literacy as used in art and design. (Week 14): Why are tradition, culture and worldviews important in the generating of concepts for art and design?	
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	non-conventional tools and materials from the environment to design and create 2-D art or design works? iii. What approaches can learners adopt to use conventional and non-conventional tools and materials from the environment to design and create 2-D art or design works as interventions for problems in their society? etc. c) Physical Education and Health- Core (Week 13): i. How will the knowledge in career pathways guide learners to make informed decisions in choosing a career in physical education for life? ii. What attributes of learners can we leverage on to guide them in choosing a professional pathway in physical education? iii. What roles do learners play in ensuring that learners choose a lifelong career pathway in physical education? etc. (Week 14): i. What resources can I use to stimulate	c) Physical Education and Health - Core (Week 13): How will the knowledge and career pathways guide learners to make informed decisions in choosing a career in physical education for life? etc. (Week 14): What resources can I use to stimulate learners to	
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	learners to get a deeper understanding of physical health and wellness? ii. What strategies can I use to ensure that learners connect the intellect of health and wellness to regular participation in physical activity? iii. How can I present my lesson to help learners to realise that emotional health and wellness is the key to happiness and successful life? d) Physical Education and Health - Elective (Week 13): i. What resources can I use to help learners understand the principle of overload for effective physical training across age and ability? ii. How do I go about my lesson presentation to enable learners to apply the principles of progression in their daily training for maximum gains? iii. What task should I give to learners to extend the application of physical training principles to the community? etc. (Week 14): i. What resources should I use to help learners	get a deeper understanding of physical health and wellness? etc. d) Physical Education and Health - Elective (Week 13): What resources can I use to help learners understand the principle of overload for effective physical training across age and ability? etc. (Week 14): What resources should I use to help learners	
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	understand the conceptual difference between anatomy and physiology? ii. How should I go about my teaching to empower learners to relate body movements to anatomical terminologies for lifelong learning? iii. What teaching strategies should I use to motivate learners to apply anatomical terminologies in their daily communication? etc. e) Performing Arts – (Week 13): i. What techniques can be employed to identify potential business opportunities in the Performing Arts sector, and how can these opportunities be evaluated for feasibility and impact? ii. How can the application of specific techniques and strategies help individuals and organisations in the Performing Arts sector maximise opportunities and mitigate challenges? iii. What strategies can artists and arts organisations employ	understand the conceptual difference between anatomy and physiology? etc. e) Performing Arts – (Week 13): What techniques can be employed to identify potential business opportunities in the Performing Arts sector, and how can these opportunities be evaluated for feasibility and impact? etc. (Week 14): What is the purpose and significance of a business	
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	to harness available opportunities and maximise their impact within the sector? etc. (Week 14): - What is the purpose and significance of a business plan in the context of producing performing artworks, and what are the key components it should include? - Who is the target audience for the performing artworks, and what are their preferences, demographics, and behaviours? - What are the financial aspects of the business plan, including budgeting, funding sources, and revenue projections, and how can they be effectively planned and managed? etc. 2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 13 and 14 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation - (Week 13): - Task - Explain the term visual literacy. - Discuss culturally relevant artworks and	plan in the context of producing performing artworks, and what are the key components it should include? etc. 2.4 Discuss at least two key notes on differentiation for Weeks 13 and 14 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation – (Week 13): - Task - Explain the term visual literacy.	
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	produce a scrapbook detailing artworks that artists produce by imitating other works - Analyse culturally relevant artworks and use a variety of 3-dimensional methods to clone any artwork of their choice. ii. Pedagogical Exemplars - Learners should share ideas and discuss the meaning of visual literacy in art and design - In convenient groups, discuss how visuality constructs meaning using examples from peculiar cultural environments and social orientation. - In mixed groups, investigate the role that meaning has in the creation of cultural products like art and design. iii. Key Assessment - Explain the importance of design in the making of art and design works. - Mention at least three (3) pictorial/oral/written evidence of how design concepts have influenced the nature of designs and objects created by some artists.		
		ii. Pedagogical Exemplars Learners should share ideas and discuss the meaning of visual literacy in art and design. iii. Key Assessment Explain the importance of design in the making of art and design works.	

	● Explain with at least three (3) pictorial/oral/written evidence of how design concepts have influenced the nature of designs and objects created by some artists for specific purposes, etc. (Week 14): i. Task ● Discuss why tradition, culture and worldviews are important in the generating of concepts for art and design. ● Examine the relationship between tradition, culture and worldviews in terms of how they help in the development of artistic concepts. ● Analyse visuality, meaning making, as well as design production in relation to art and design, etc ii. Pedagogical Exemplars ● In mixed groups, visit museums, galleries, art shops, artist's workshops, or watch videos and photos to identify and record the content, form and other qualities in art and design works. ● Learners in groups use photographs, videos/real art and	(Week 14): i. Task Discuss why tradition, culture and worldviews are important in the generating of concepts for art and design. ii. Pedagogical Exemplars In mixed groups, visit museums, galleries, art shops, artist's workshops, or watch videos and photos to identify and record the content, form and other qualities in art and design work	
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	design works, drawings and sketches, personal experiences, etc to examine the relationship between tradition, culture and worldviews in terms of how they help in the development of artistic concepts. • Learners in groups /individually use photographs, videos/real art and design works, drawings and sketches, personal experiences etc to analyse visuality, meaning making, as well as design production in relation to art and design, etc iii. Key Assessment • State the meaning of visual literacy. • Compile and categorise elements of artistic form and content in selected art and design works. • Analyse how the culture and worldviews of the artists and the locations of production are reflected in art and design b) Art and design Studio - (Week 13): i. Task	iii. Key Assessment State the meaning of visual literacy. b) Art and design Studio - (Week 13): i. Task	
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	● List some conventional and non-conventional materials for 2D art or design in the environment ● Create a scrapbook of conventional and non-conventional materials for 2D art or design ● Create a 2-D art or design work using materials and tools from the environment, etc. ii. Pedagogical Exemplars ● In mixed groups, create a pictorial and video inventory of materials and tools in the immediate environment that can be used to create 2-D art and design works ● Working in Groups, experiment the workability of the materials and tools from the environment in creating 2-D art or design works such as painting, printing, pyrography, drawing, printing-making, posters etc ● Groups use either manual or digital tools and processes to develop multiple annotated drawings and sketches, prototypes, etc to be used as initial ideas	List some conventional and non-conventional materials for 2D art or design in the environment, etc. ii. Pedagogical Exemplars In mixed groups, create a pictorial and video inventory of materials and tools in the immediate environment that can be used to create 2-D art and design works, etc.	
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	for creating 2-D art or design works in response to the problems in the society, etc. iii. Key Assessment • What are conventional and non-conventional materials for 2D art or design? • Using specific examples, explain the concept of conventional and non-conventional materials for 2D art or design? • Accept photographs/drawing s/written and / or oral responses on the advantages of the workability of conventional and non-conventional tools and materials from the environment in performing art and design studio tasks, etc. (Week 14): i. Task • Orally mention 2-D works you see in your environment • Describe some 2-D processes used in creating the works you mentioned. • Demonstrate your knowledge and skill in 2-D works by creating	iii. Key Assessments What are conventional and non-conventional materials for 2D art or design? etc. (Week 14): i. Task Orally mention 2-D works you see in your environment etc.	
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	a miniature mural on cardboard., etc. ii. Pedagogical Exemplars ● In mixed groups, create a pictorial and video inventory of materials and tools in the immediate environment that can be used to create 2-D art and design works. ● Working in groups, to experiment the workability of the materials and tools from the environment in creating 2-D art or design works such as painting, printing, pyrography, drawing, printing-making, posters etc ● In mixed groups make an inventory, using pictorial and video documentation, of materials and tools in the immediate environment that can be used to create 2-D art and design works, etc. iii. Key Assessments ● List ten examples of 2-D art works ● What materials are used to produce or create the ten-art works listed?. ● Create a 2-D art or design work such as painting, printing, pyrography, drawing, printing-making, posters etc	ii. Pedagogical Exemplars In mixed groups, create a pictorial and video inventory of materials and tools in the immediate environment that can be used to create 2-D art and design works. etc. iii. Key Assessments List ten examples of 2-D art works, etc.	
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	c) Physical Education and Health - Core (Week 13): i. Task ● Explaining the components of wellness ● Discussing the career pathways in physical education ● Analysing the role of learners in successful selections of lifelong careers in physical education, etc. ii. Pedagogical Exemplars ● Use of videos to identify career pathways in physical education ● Putting learners in groups to discuss professional attributes of mindset required for practice in physical education. ● Demonstrating the role of career practitioners in physical education, etc. iii. Key Assessment ● Identifying different career pathways in physical education globally indicating their lifelong favourite ● Justifying why they chose a lifelong career pathway in physical education ● Analysing the role of professional	c) Physical Education and Health – Core (Week 13): i. Task Explaining the components of wellness, etc. ii. Pedagogical Exemplars Use of videos to identify career pathways in physical education, etc. iii. Key Assessment Identifying different career pathways in physical education globally indicating their lifelong favourite, etc,	
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	attributes and mindsets required for practice in successful selection of a lifelong career, etc. (Week 14): i. Task • Dimensions of health and wellness (physical) • Dimensions of health and wellness (intellectual) • Dimensions of health and wellness (emotional), etc. ii. Pedagogical Exemplars • In groups, discuss physical health and wellness using collaborative learning. • In groups, discuss intellectual health and wellness using peer lead discussion. • In groups, analyse emotional health and wellness services through collaborative learning, etc. iii. Key Assessment • Accept three responses on physical health and wellness • Accept three responses on intellectual health and wellness. • Accept three responses on emotional health and wellness, etc.	(Week 14): i. Task Dimensions of health and wellness (physical), etc. ii. Pedagogical Exemplars In groups, discuss physical health and wellness using collaborative learning, etc. iii. Key Assessment Accept three responses on physical health and wellness, etc.	
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	d) Physical Education and Health – Elective (Week 13): i. Task ● Identify factors that influence the training principle of individualism. ● Outline training principles for individual athletes for optimum performance. ● Apply strategies to achieving progression in physical training. ii. Pedagogical Exemplars ● In mixed gender groups, identify factors that influence the training principle of individualism through collaborative learning. ● Researching into training principles for individual athletes for optimum performance. ● In mixed ability groups, apply strategies of achieving progression in physical training using experiential learning. iii. Key Assessment ● Accept at least three responses to identify factors that influence the training principle of individualism. ● Applying training principles as an	d) Physical Education and Health – Elective (Week 13): i. Task Identify factors that influence the training principle of individualism, etc. ii. Pedagogical Exemplars In mixed gender groups, identify factors that influence the training principle of individualism through collaborative learning, etc. iii. Key Assessment Accept at least three responses to identify factors that influence the training principle of individualism, etc.	
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	athlete for optimum performance. ● Accept at least performance on application of strategies to achieving progression in physical training. (Week 14): i. Task ● Explain the concept of anatomy and physiology ● Indicate how anatomical terminology can be applied in our daily life ● Concept mapping of the structure of the human body, etc. ii. Pedagogical Exemplars ● In mixed gender group, explain the concept of anatomy and physiology using talk for learning ● In a mixed gender group, discuss how anatomical terminology can be applied in our daily life using collaborative learning. ● Using the internet to gather information on the structure of the human body, etc. iii. Key Assessment ● Accept at least three explanations on the	(Week 14): i. Task Explain the concept of anatomy and physiology, etc. ii. Pedagogical Exemplars In a mixed gender group, explain the concept of anatomy and physiology using talk for learning, etc. iii. Key Assessment Accept at least three explanations on the	
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	concept of anatomy and physiology. ● Accept at least three ways anatomical terminology can be applied in our daily life. ● Providing a diagrammatic expression of the structure of the human body, etc. e) Performing Arts – (Week 13): i. Task ● Offering differentiated content by focusing on specific marketing techniques within the performing arts, such as social media marketing, influencer partnerships, or grassroots promotion. ● Integrating content that explores how marketing techniques in the performing arts have evolved overtime and how they differ across cultures, appealing to learners interested in history and cultural studies. ● Providing different sets of business plan components or templates for learners to choose from based on their level of familiarity with business planning concepts. For	concept of anatomy and physiology, etc. e) Performing Arts – (Week 13): i. Task Offering differentiated content by focusing on specific marketing techniques within the performing arts, such as social media marketing, influencer partnerships, or grassroots promotion, etc	
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	instance, offering simplified templates for beginners and comprehensive ones for advanced learners, etc. ii. Pedagogical Exemplars ● Organising simulations where learners take on roles in a marketing team for a performing arts organisation, allowing them to apply marketing techniques in a practical, experiential setting. ● Encouraging learners to collaborate in groups, with each group responsible for researching and presenting a specific marketing technique to their peers, fostering peer learning. ● Organising project-based assignments where students select specific strategies or techniques to explore, apply, and present their findings. This promotes autonomy and problem-solving, etc. iii. Key Assessment ● Assigning learners the task of developing and presenting implementation plans for specific strategies within the Performing Arts sector, addressing	ii. Pedagogical Exemplars Organising simulations where learners take on roles in a marketing team for a performing arts organisation, allowing them to apply marketing techniques in a practical, experiential setting, etc. iii. Key Assessment Assigning learners the task of developing and presenting implementation plans for specific strategies within the Performing Arts sector, addressing, etc	
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	opportunities and challenges. ● Making learners design and execute marketing campaigns for a performing arts event or organisation, showcasing their understanding of marketing strategies. ● Encouraging learners to write detailed business reports that analyse the effectiveness of their chosen strategies in a real or hypothetical Performing Arts context. (Week 14): i. Task ● Allowing learners to choose from a range of artistic genres (e.g., theatre, dance, music) to focus on when drafting their business plans, that cater for their artistic interests. ● Offering different versions of business plan templates, varying in complexity. Some students may work with a basic plan, while others use a more detailed template based on readiness levels. ● Providing case studies related to the performing arts genre chosen by learners, and offering examples that align with their		
		(Week 14): i. Task Allowing learners to choose from a range of artistic genres (e.g., theatre, dance, music) to focus on when drafting their business plans, that cater for their artistic interests, etc.	

	interests and goals, etc. ii. Pedagogical Exemplars ● Encouraging collaborative group projects where students work in teams to draft a single business plan for a performing artwork production, simulating real-world production teams. ● Making the business plan a part of a broader project where students not only draft the plan but also execute components of it, such as marketing or budgeting. ● Breaking down the business plan drafting process into steps, offering support and guidance at each stage to help students gradually develop their plans, etc. iii. Key Assessment ● Assigning written business plan reports, allowing learning to choose the format based on their strengths (e.g., traditional text report, visually rich report, or a combination). ● Making learners create visual presentations or pitch decks to complement	ii. Pedagogical Exemplars Encouraging collaborative group projects where students work in teams to draft a single business plan for a performing artwork production, simulating real-world production teams, etc. iii. Key Assessment Assigning written business plan reports, allowing learning to choose the format based on their strengths (e.g., traditional text report, visually rich report, or a combination), etc.	
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	their business plans, that cater for visual and auditory learners. Extending the project by making learners implement a marketing campaign based on their business plans, demonstrating the practical application of their strategies, etc.		
	2.5 Ask teachers in their subject groups or as individuals to complete learning planners for Weeks 13 and 14. Teachers should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning planner to cater for all learners (NTS 3a, 3e-3g and 3k).	2.5 In your subject groups or individually, complete learning planners for Weeks 13 and 14. It should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning planner to cater for all learners (NTS 3a, 3e-3g and 3k).	
3. Peer-review of learning plans. Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to exchange one of their learning plans with colleagues in the same department (where applicable) and peer review the content (such as essential questions, key notes for differentiation, teaching and learning activities, assessment, and closure) of the learning plan (NTS 1a, 1b and 1e-1g). Note: Areas for vital review:	3.1 Exchange one of your learning plans with a colleague in the same department (where applicable) and peer review the content (such as essential questions, key notes for differentiation, teaching and learning activities, assessment, and closure) of a learning plan (NTS 1a, 1b and 1e-1g). Note: Areas for vital review:	10 mins

	a) Alignment between teacher manual and learning plans. b) Innovativeness of pedagogical choices c) Incorporation of GESI, SEL, national values and 21st century skills d) Differentiated instruction and assessment e) Appropriateness of crafted essential questions, etc. 3.2 Ask teachers to implement the recommendations made by a peer reviewer to their learning plans as appropriate (NTS 1b).	a) Alignment between teacher manual and learning plans b) Innovativeness of pedagogical choices c) Incorporation of GESI, SEL, national values and 21st century skills d) Differentiated instruction and assessment e) Appropriateness of crafted essential questions, etc. 3.2 Implement the recommendations made by a peer reviewer to your learning plan as appropriate (NTS 1b).	
4. Reflection on the session: ● Reflecting on what has been learned in the session. ● Advance preparation towards next PLC session	4.1 Ask teachers to share their views and experiences about the session (NTS 1a). 4.2 Encourage teachers who did not complete their learning plans during the session to complete them (NTS 3I). 4.3 Remind teachers to read the contents of Weeks 15 and 16 of the teacher manual ahead of time and the DPLC Handbook Session 9 in preparation for the next session and bring along their DPLC Handbook and teacher manual (NTS 1a, 1b).	4.1 Share your views and experiences about the session (NTS 1a). 4.2 Complete your learning plans which were not completed during the session (NTS 3I). 4.3 Remember to read the contents of Weeks 15 and 16 of the teacher manual ahead of time and the DPLC Handbook Session 9 in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a, 1b).	10 mins

DPLC Session 9: Developing learning plans for Weeks 15 and 16

The sections below provide the frame for what is to be done in the session.	Guidance notes on Leading the DPLC Session. What the PLC Coordinator will have to say during each stage of the session	Guidance Notes on Teacher Activity during the DPLC Session. What teachers will do during each stage of the session	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Start the session by asking teachers to share two things they implemented based on the DPLC Session 8, developing learning plans for Weeks 13 and 14, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learned in DPLC Session 9, developing learning plans for Weeks 15 and 16, supported learning (NTS 1a-1c).	1.1 Share two things you implemented based on DPLC Session 8, developing learning plans for Weeks 13 and 14, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, discuss why you think what a colleague did through the application of lessons learned in DPLC Session 9, developing learning plans for Weeks 15 and 16, supported learning (NTS 1a-1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning	2.1 Ask a teacher to read aloud the Purpose, Learning Outcomes (LOs), and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist teachers in the Art Department in utilising the teacher manual to create learning plans for lessons during Weeks 15 and 16. Art department teachers will focus on developing learning plans for the following lessons:	2.1 Read the Purpose, Learning Outcomes (LOs), and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist teachers in the Art Department in utilising the teacher manual to create learning plans for lessons during Weeks 15 and 16. Art department teachers will focus on developing learning plans for the following lessons:	60 mins

planners to be completed per session)	a) Art and Design Foundation: i. Identify and categorise elements and constitution of artistic content and forms. ii. Analyse the combination of artistic form and content to make artistic decisions b) Art and Design Studio: i. Design and create 2-D art or design works using conventional and non-conventional materials, tools, and relevant processes to respond to societal problems c) Physical Education and Health - Core: i. Identify and explain ways of maintaining health. ii. Identify career pathways in physical education and the professional attributes and mind sets required for practice. d) Physical Education and Health - Elective: i. Apply the concepts of anatomy and physiology in physical activity. ii. Identify career pathways in health education. e) Performing Arts:	a) Art and Design Foundation: i. Identify and categorise elements and constitution of artistic content and forms. ii. Analyse the combination of artistic form and content to make artistic decisions. b) Art and Design Studio: i. Design and create 2-D art or design works using conventional and non-conventional materials, tools, and relevant processes to respond to societal problems c) Physical Education and Health - Core: i. Identify and explain ways of maintaining health. ii. Identify career pathways in physical education and the professional attributes and mind sets required for practice. d) Physical Education and Health - Elective: i. Apply the concepts of anatomy and physiology in physical activity. ii. Identify career pathways in health education. e) Performing Arts:	
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	i. Select ideas from indigenous knowledge systems for event planning. ii. Plan to produce a selected Performing Arts event using indigenous knowledge systems. LO 1: Develop subject-specific learning plans for teaching Weeks 15 and 16 lessons using the teacher manual, considering GESI, ICT, SEL, National values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss the important aspects in Weeks 15 and 16 Art Department lessons in the teacher manual including content standards, LOs, LIs, key concepts, GESI, pedagogical exemplars and assessment strategies of the learning planner template LI 1.2 Complete the learning planner templates for Weeks 15 and 16 Art Department lessons taking into consideration cross-cutting issues, GESI responsive resources, pedagogical exemplars and assessment strategies proposed in the teacher manual. LO 2: Review the learning plans for Weeks 15 and 16 of the subject-based Art Department lessons (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o).	i. Select ideas from indigenous knowledge systems for event planning. ii. Plan to produce a selected Performing Arts event using indigenous knowledge systems. LO 1: Develop subject-specific learning plans for teaching Weeks 15 and 16 lessons using the teacher manual, considering GESI, ICT, SEL, National values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss the important aspects in Weeks 15 and 16 Art Department lessons in the teacher manual including content standards, LOs, LIs, key concepts, GESI, pedagogical exemplars and assessment strategies of the learning planner template LI 1.2 Complete the learning planner templates for Weeks 15 and 16 Art Department lessons taking into consideration cross-cutting issues, GESI responsive resources, pedagogical exemplars and assessment strategies proposed in the teacher manual. LO 2: Review the learning plans for Weeks 15 and 16 of the subject-based Art Department lessons (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o).	
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	LI 2.1 Critique the content (such as essential questions, key notes for differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 15 and 16 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 15 and 16 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 Ask teachers to refer to their teacher manual and read silently the content standards, LOs, LIs and pedagogical exemplars for their subjects in Weeks 15 and 16 (NTS 1a, 2c, 2f and 3d-3g). 2.3 Ask teachers to discuss at least two essential questions that will guide the lesson activities for Weeks 15 and 16 (NTS 1a, 2c, 2e, 2f and 3d-3g) E.g. a) Art and Design Foundation – (Week 15): - Explain the terms appreciation and evaluation as applied to art and design. - What approaches would learners use to categorise the elements that	LI 2.1 Critique the content (such as essential questions, key notes for differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 15 and 16 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 15 and 16 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 Read silently the content standards, LOs, LIs and pedagogical exemplars for your subject in Weeks 15 and 16 in your teacher manual (NTS 1a, 2c, 2f and 3d-3g). 2.3 Discuss at least two essential questions that will guide the lesson activities in Weeks 15 and 16 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation – (Week 15): Explain the terms appreciation and evaluation as applied to art and design.	
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	constitute artistic content and in the making of art and design works? iii. How would a chart be developed to categorise various forms and contents in selected art and design works? (Week 16): i. What are elements of artistic form and content? ii. How did artists use diverse artistic elements that constitute artistic content and forms to generate artistic concepts? iii. In which way can the interaction with elements that constitute artistic content and forms equip learners with the knowledge and skill to generate artistic concepts for art and design? etc. b) Art and Design Studio (Week 15): i. What skills and approaches can learners adopt to use conventional and non-conventional tools and materials from the environment to design and create 2-D art or design works as	(Week 16): What are elements of artistic form and content? b) Art and Design Studio – (Week 15): What skills and approaches can learners adopt to use conventional and non-conventional tools and materials from the environment to design and create 2-D art or design works as	
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	interventions for problems in their society? ii. How does the knowledge of the workability of conventional and non-conventional tools and materials from the environment help learners to use sustainable approaches in the production of art and design works? etc. iii. What communal problem can be resolved using non-conventional materials found in the environment? (Week 16): i. What skills and approaches can learners adopt to use conventional and non-conventional tools and materials from the environment to design and create 2-D art or design works as interventions for problems in their society? ii. How does the knowledge of the workability of conventional and non-conventional tools and materials from the environment help learners to use sustainable approaches in the	interventions for problems in their society? etc. (Week 16): What skills and approaches can learners adopt to use conventional and non-conventional tools and materials from the environment to design and create 2-D art or design works as interventions for problems in their society? etc.	
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	production of art and design works? etc. iii. identified issues that can be resolved using conventional and non-conventional materials c) Physical Education and Health - Core (Week 15): i. What resources can I use to stimulate learners to grasp the concept of maintaining health? ii. What strategies can I use to ensure that learners practically understand ways of maintaining health? iii. How can I present my lesson to help learners to role play any of the ways of maintaining health? (Week 16): i. What can I do to ensure that learners understand the concepts of career and profession? ii. What strategies can I employ to help learners apply the difference between career and profession in making their life choices? iii. How can I present my lesson to help learners to realise the Importance of choosing a career that aligns with one's own	c) Physical Education and Health - Core (Week 15): What resources can I use to stimulate learners to grasp the concept of maintaining health? etc. (Week 16): What can I do to ensure that learners understand the concepts of career and profession? etc.	
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	interests, skills and passions? etc. d) Physical Education and Health – Elective (Week 15): - What resources should I use to assist all learners to grasp the concepts of anatomy and physiology? - What strategies teaching should I use to motivate learners to apply the concepts of anatomy and physiology in physical activity? - What should I do to motivate learners to apply the concepts of anatomy and physiology in physical activity to ensure safety? etc. (Week 16): - How can I present my lesson on the meaning of career and a profession for effective understanding of learners? - What resources can I use to help learners grasp a clear difference between a career and a profession? - What strategies can I use to align the importance of choosing a career with learners' interested skills and passion? etc.	d) Physical Education and Health - Elective (Week 15): What resources should I use to assist all learners to grasp the concepts of anatomy and physiology? etc. (Week 16): How can I present my lesson on the meaning of career and a profession for effective understanding of learners? etc.	
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	e) Performing Arts – (Week 15): i. What is the specific cultural or indigenous context of the event? ii. Who are the key stakeholders and community members to involve in the planning process? iii. How can you involve indigenous artisans or vendors in the event, promoting economic empowerment within the community? etc. (Week 16): i. What types of Performing Arts events are particularly suitable for integrating indigenous knowledge, and what benefits can this bring to both the event and the community? ii. What are the methods for identifying and selecting relevant ideas from indigenous knowledge systems for a specific Performing Arts event, and how can these ideas be adapted to modern event planning contexts? iii. In what ways can the inclusion of indigenous knowledge in Performing Arts events contribute to the preservation and celebration of indigenous cultures	e) Performing Arts – (Week 15): What is the specific cultural or indigenous context of the event? etc. (Week 16): What types of Performing Arts events are particularly suitable for integrating indigenous knowledge, and what benefits can this bring to both the event and the community? etc.	
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	and traditions, and how can this representation be done authentically? etc. 2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 15 and 16 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation – (Week 15): i. Task ● Identify the characteristics of the elements and constitution of artistic content and forms from objects in the environment and other parts of the community ● Analyse approaches that can be used to categorise the elements that constitute artistic content in making art and design works. ● Generate a chart/table to categorise elements and constitution of artistic content and forms, etc. ii. Pedagogical Exemplars ● In mixed groups, visit museums, galleries, art shops, artist's workshops, or watch videos and photos to identify and record	2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 15 and 16 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation – (Week 15): i. Task Identify the characteristics of the elements and constitution of artistic content and forms from objects in the environment and other parts of the community ii. Pedagogical Exemplars In mixed groups, visit museums, galleries, art shops, artist's workshops, or watch videos and photos to identify and record the	
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	the content, form and other qualities in art and design works.. ● In small mixed ability groups compile and categorise elements of artistic form and content in selected art and design works. Groups present thoughts while others comment and add. ● In convenient groups, create a mind map of artistic form and content. iii Key Assessment ● Identify the four characteristics of the elements and constitution of artistic content from objects in the school/community. ● Categorise and explain what constitutes form and content. ● Create limited slide presentations on form and content for appreciation in art and design (Week 16): i. Task ● Organise learners into groups to: sort and categorise content and required elements to create comprehensive	content, form and other qualities in art and design works... iii. Key Assessment Identify the four characteristics of the elements and constitution of artistic content from objects in the school/community. (Week 16): i. Task Organise learners into groups to: sort and categorise content and required elements to create comprehensive	
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	appreciation reports in selected artwork. Create comprehensive appreciation reports in response to select artwork. Analyse the works of some artists to determine how they have used artistic elements that constitute artistic content and forms to generate artistic concepts for art and design ii. Pedagogical Exemplars ● In small groups, investigate to archive a collection of works of art and design for appreciation. ● Let learners, in groups, analyse the works of at least five (5) artists and determine how artists have used elements that constitute artistic content and forms to generate artistic concepts for art and design. ● Learners working individually generate digital/manual artistic concepts for art and design works using elements that constitute artistic content and forms, etc.	appreciation reports in selected artwork. ii. Pedagogical Exemplars In small groups, investigate to archive a collection of works of art and design for appreciation.	
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	iii. Key Assessment ● What are artistic forms and content? ● Categorise elements of form and content in selected works. ● Develop a chart to categorise various form and content elements in selected art and design works b) Art and design Studio(Week 15): i. Task ● Learners should scout for issues and challenges in the community to address with art and design expertise ● Tabulate communal problems and propose plausible 2-D or 3-D techniques that can solve them. ● Select one problem and plausible solution for further ideation. etc. ii. Pedagogical Exemplars ● In mixed groups, create a pictorial and video inventory of materials and tools in the immediate environment that can be used to create 2-D art and design works.. ● In group presentations, review additive processes and techniques used in performing	iii. Key Assessment What are artistic forms and content? b) Art and design Studio (Week 15): i. Task Learners should scout for issues and challenges in the community to address with art and design expertise, etc. ii. Pedagogical Exemplars In mixed groups, create a pictorial and video inventory of materials and tools in the immediate environment that can be used to create 2-D art and design works, etc.	
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	particular studio tasks in 2-D art and design works ● In mixed groups make an inventory, using pictorial and video documentation, of materials and tools in the immediate environment that can be used to create 2-D art and design works. etc. iii. Key Assessments ● Document problems in the community that can be addressed with art and design.. ● Categorise Problems in the Community into 2D and 3D art and design-making problems solutions for studio ideation presentations. ● Categorise problems and challenges into conventional and non-conventional with potential art and design forms, techniques, and work, etc. (Week 16): i. Task ● Learners are to develop picture presentation formats that incorporate picture writing, cartooning, collage and montage in problem solving.	iii. Key Assessments Document problems in the community that can be addressed with art and design, etc. (Week 16): i. Task Learners are to develop picture presentation formats that incorporate picture writing, cartooning, collage and montage	
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	• Learners categorise issues, problems and challenges in the previous lesson that 2-Dimensional artistic forms can be used to solve or intervene in • Learners generate pictorial inventories with manual and digital tools of proposed multiple 2-D art forms that can be used as interventions for particular problems you identified in your community., etc. ii. Pedagogical Exemplars • In mixed groups make an inventory, using pictorial and video documentation, of materials and tools in the immediate environment that can be used to create 2-D art and design works. • In group presentations, review additive processes and techniques used in performing particular studio tasks in 2-D art and design works • Learner groups discuss how tools and materials can be used for multiple applications to create 2-D art and design works. Example:	in problem solving, etc. ii. Pedagogical Exemplars In mixed groups make an inventory, using pictorial and video documentation, of materials and tools in the immediate environment that can be used to create 2-D art and design works, etc.	
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	paints for surface decoration and making images, textures surfaces for printing and pattern making, generating woodblocks for printing and printmaking, etc. iii. Key Assessment ● Groups make an inventory, using pictorial and video documentation, of materials and tools in the immediate environment that can be used to create 2-D art and design works. ● Groups review additive processes and techniques used in performing particular studio tasks in 2-D art and design works. ● Allow learners to exhibit and talk about how they create at least two (2) artistic concepts as interventions for the problems selected. using conventional and non-conventional materials, tools, and relevant processes to respond to specific societal problems they selected, etc. c) Physical Education and Health - Core (Week 15): i. Task	iii. Key Assessment Groups make an inventory, using pictorial and video documentation, of materials and tools in the immediate environment that can be used to create 2-D art and design works., etc. c) Physical Education and Health - Core (Week 15): i. Task	
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	● Concept of maintaining health ● Ways of maintaining health. ● Role play any of the ways of maintaining health, etc. ii. Pedagogical Exemplars ● In groups, discuss the concept of maintaining health through collaborative learning. ● In groups, analyse ways of maintaining health using focus group discussion. ● In groups, role play ways of maintaining health, etc. iii. Key Assessment ● Accept three responses on explanations concept of maintaining health ● Accept three responses on ways of maintaining health. ● Accept three responses on role play ways of maintaining health, etc. (Week 16): i. Task ● Concepts of career and profession ● Difference between career and profession ● Importance of choosing a career that aligns with one's	Concept of maintaining health, etc. ii. Pedagogical Exemplars In groups, discuss the concept of maintaining health through collaborative learning, etc. iii. Key Assessment Accept three responses on explanations of the concept of maintaining health, etc. (Week 16): i. Task Concepts of career and profession, etc.	
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	own interests, skills and passions, etc. ii. Pedagogical Exemplars ● In groups, discuss the concepts of career and profession using collaborative learning. ● In pairs, analyse the difference between career and profession using think pair share. ● In groups, discuss the importance of choosing a career that aligns with one's own interests, skills and passions, etc. iii. Key Assessment ● Accept three responses on concepts of career and profession. ● Accept three responses on difference between career and profession using think pair share. ● Accept three responses on the importance of choosing a career that aligns with one's own interests, skills and passions, etc. d) Physical Education and Health - Elective (Week 15): i. Task ● Application of muscular-skeletal system in physical activity	ii. Pedagogical Exemplars In groups, discuss the concepts of career and profession using collaborative learning, etc. iii. Key Assessment Accept three responses on concepts of career and profession, etc. d) Physical Education and Health - Elective (Week 15): i. Task Application of muscular-skeletal system in physical activity, etc.	
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	● Importance of anatomical position / direction in physical activity and sports ● Importance of the axial body's main regions in physical activities and sports. ii. Pedagogical Exemplars ● In mixed gender group, demonstrate the application of muscular-skeletal system in physical activity ● In mixed gender group, discuss the importance of anatomical position / direction in physical activity and sports ● Researching into the importance of the axial body's main regions in physical activities and sports. iii. Key Assessment ● Accept at least three responses (oral, written, demonstration) on application of muscular-skeletal system in physical activity. ● Accept at least three responses (oral, written, demonstration) on the importance of anatomical position / direction in physical activity and sports.	ii. Pedagogical Exemplars In mixed gender groupings, demonstrate the application of muscular-skeletal systems in physical activity, etc. iii. Key Assessment Accept at least three responses (oral, written, demonstration) on application of muscular-skeletal system in physical activity, etc.	
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	● Providing diagram / concept mapping on the axial body's main regions impact on physical activities and sports, etc. (Week 16): i. Task ● What is a career and a profession? ● Differences between a career and a profession. ● Importance of choosing a career that aligns with one's own interests, skills and passions, etc. ii. Pedagogical Exemplars ● In groups, discuss the concept of career and profession using collaborative learning. ● In groups analyse the differences between career and a profession ● In groups discuss the importance of choosing a career that aligns one's own interests, skills and passions, etc. iii. Key Assessment ● Accept three responses on what a career and a profession is ● Accept three responses on differences between	(Week 16): i. Task What is a career and a profession? ii. Pedagogical Exemplars In groups, discuss the concept of career and profession using collaborative learning, etc. iii. Key Assessment Accept three responses on what a career and a profession is, etc	
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	a career and a profession ● Accept three responses on the importance of choosing a career that aligns one's own interests, skills and passions, etc. e) Performing Arts – (Week 15); i. Task ● Conducting extensive research on the specific indigenous culture or community you are focusing on. Understanding their history, traditions, values, and storytelling techniques. ● Crafting a narrative that authentically represents the indigenous culture's stories, myths, and legends. Collaborating with cultural experts and storytellers from the community to ensure accuracy and respect. ● Blending indigenous knowledge with contemporary artistic elements to create a fusion that appeals to a broader audience while respecting the authenticity of the indigenous culture, etc.	e) Performing Arts – (Week 15): i. Task Conducting extensive research on the specific indigenous culture or community you are focusing on. Understanding their history, traditions, values, and storytelling techniques, etc.	
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	ii. Pedagogical Exemplars ● Allowing students to embark on individual or group research projects related to their chosen indigenous knowledge system. ● Providing guided research activities, worksheets, or templates to help learners structure their research and gather relevant information effectively. ● Incorporating cultural engagement opportunities, such as field trips, interviews with local indigenous community members, or hands-on cultural experiences, to enhance learning, etc. iii. Key Assessment ● Allowing learners to create culturally rich presentations or displays to showcase their selected indigenous knowledge and how it can be incorporated into event planning. ● Making learners develop event concept proposals, incorporating ideas from indigenous	ii. Pedagogical Exemplars Allowing students to embark on individual or group research projects related to their chosen indigenous knowledge system, etc. iii. Key Assessment Allowing learners to create culturally rich presentations or displays to showcase their selected indigenous knowledge and how it can be incorporated into event planning, etc.	
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	knowledge into their plans. They can present these proposals in written or visual formats. ● Extending the project by making learners design cultural exchange programs or events that bridge indigenous and non-indigenous communities, promoting cross-cultural understanding, etc. (Week 16): i. Task ● Providing resources and case studies that showcase indigenous knowledge and practices from local communities, various cultures and regions, allowing learners to choose the culture that aligns with their interests or heritage. ● Provide readings and information at different complexity levels, enabling students to access content that aligns with their reading skills and prior knowledge. ● Incorporating materials that provide historical and cultural context for the selected indigenous knowledge, helping	(Week 16): i. Task Providing resources and case studies that showcase indigenous knowledge and practices from local communities, various cultures and regions, allowing learners to choose the culture that aligns with their interests or heritage, etc.	
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	learners understand the significance of these traditions, etc. ii. Pedagogical Exemplars • Allowing learners to choose the performing art form they want to focus on for their Performing Arts event planning, such as theatre, music, dance, or visual arts, that cater for their interests and talents. • Encouraging group projects where learners work together to plan an event, simulating a real production team that draws from diverse perspectives. • Breaking down the event planning process into stages, providing step-by-step guidance for students who may benefit from additional support, etc. iii. Key Assessment • Allowing learners to present their event concepts in various formats, such as written proposals, visual storyboards, or oral presentations, accommodating diverse communication preferences.	ii. Pedagogical Exemplars Allowing learners to choose the performing art form they want to focus on for their Performing Arts event planning, such as theatre, music, dance, or visual arts, that cater for their interests and talents, etc. iii. Key Assessment Allowing learners to present their event concepts in various formats, such as written proposals, visual storyboards, or oral presentations, accommodating diverse	
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	● Permitting learners to create artistic elements related to the event, such as artwork, music compositions, or choreography, to demonstrate their understanding and creativity. ● Encouraging the use of digital tools for students who prefer digital media by having them create video presentations, podcasts, or interactive websites to showcase their event plans, etc.	communication preferences, etc.	
	2.5 Ask teachers in their subject groups or as individuals to complete learning planners for Weeks 15 and 16. Teachers should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning planner to cater for all learners (NTS 3a, 3e-3g and 3k).	2.5 In your subject groups or individually, complete learning planners for Weeks 15 and 16. It should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning planner to cater for all learners (NTS 3a, 3e-3g and 3k).	
3. Peer-review of learning plans. ● Reviewing planner to ensure alignment between course	3.1 Ask teachers to exchange one of their learning plans with colleagues in the same department (where applicable) and peer review the content (such as essential questions, key notes on differentiation, teaching and learning	3.1 Exchange one of your learning plans with a colleague in the same department (where applicable) and peer review the content (such as essential questions, key notes on differentiation, teaching and learning	10 mins

manual and learning planner based on the templates provided.	activities, assessment, and closure) of the learning plan (NTS 1a, 1b and 1e-1g). Note: Areas for vital review: - Alignment between teacher manual and learning plans. - Innovativeness of pedagogical choices - Incorporation of GESI, SEL, national values and 21st century skills - Differentiated instruction and assessment - Appropriateness of crafted essential questions, etc. 3.2 Ask teachers to implement the recommendations made by a peer reviewer to their learning plans as appropriate (NTS 1b).	activities, assessment, and closure) of a learning plan (NTS 1a, 1b and 1e-1g). Note: Areas for vital review: - Alignment between teacher manual and learning plans - Innovativeness of pedagogical choices - Incorporation of GESI, SEL, national values and 21st century skills - Differentiated instruction and assessment - Appropriateness of crafted essential questions, etc. 3.2 Implement the recommendations made by a peer reviewer to your learning plan as appropriate (NTS 1b).	
4. Reflection on the session: Reflecting on what has been learned in the session. Advance preparation towards next PLC session	4.1 Ask teachers to share their views and experiences about the session (NTS 1a). 4.2 Encourage teachers who did not complete their learning plans during the session to complete them (NTS 3I). 4.3 Remind teachers to read the contents of Weeks 17 and 18 of the teacher manual ahead of time and the DPLC Handbook Session 10 in preparation for the next session and bring along their DPLC Handbook and teacher manual (NTS 1a, 1b).	4.1 Share your views and experiences about the session (NTS 1a). 4.2 Complete your learning plans which were not completed during the session (NTS 3I). 4.3 Remember to read the contents of Weeks 17 and 18 of the teacher manual ahead of time and the DPLC Handbook Session 10 in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a, 1b).	10 mins

DPLC Session 10: Developing learning plans for weeks 17 and 18

The sections below provide the frame for what is to be done in the session.	Guidance notes on Leading the D PLC Session. What the PLC Coordinator will have to say during each stage of the session	Guidance Notes on Teacher Activity during the PLC Session. What teachers will do during each stage of the session	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Start the session by asking teachers to share two things they implemented based on the DPLC Session 9, developing learning plans for Weeks 15 and 16, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learned in DPLC Session 9, developing learning plans for Weeks 15 and 16, supported learning (NTS 1a-1c).	1.1 Share two things you implemented based on DPLC Session 9, developing learning plans for Weeks 15 and 16, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, discuss why you think what a colleague did through the application of lessons learned in DPLC Session 9, developing learning plans for Weeks 15 and 16, supported learning (NTS 1a-1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values	2.1 Ask a teacher to read aloud the Purpose, Learning Outcomes (LOs), and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist teachers in the Art department in utilising the teacher manual to create learning plans for lessons during Weeks 17 and 18. Art department teachers will focus on developing learning plans	2.1 Read the Purpose, Learning Outcomes (LOs), and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist teachers in the Art department in utilising the teacher manual to create learning plans for lessons during Weeks 17 and 18. Art department teachers will focus on developing learning plans	60 mins

(2 learning planners to be completed per session)	for the following lessons: a) Art and Design Foundation: i. Identify and discuss the key elements and principles of art and design. ii. Describe how the elements and principles of art and design are used to generate ideas for artworks. b) Art and Design Studio: i. Identify materials, tools, and relevant processes and techniques used in performing 3D studio tasks. ii. Design and create 3D artworks using conventional and non-conventional materials, tools, and relevant processes to respond to societal problems. c) Physical Education and Health - Core: i. Identify career pathways in physical education and the professional attributes and mind sets required for practice. ii. Identify career pathways in physical education and the professional attributes and mind sets required for practice.	for the following lessons: a) Art and Design Foundation: i. Identify and discuss the key elements and principles of art and design. ii. Describe how the elements and principles of art and design are used to generate ideas for artworks. b) Art and Design Studio: i. Identify materials, tools, and relevant processes and techniques used in performing 3D studio tasks. ii. Design and create 3D artworks using conventional and non-conventional materials, tools, and relevant processes to respond to societal problems. c) Physical Education and Health - Core: i. Identify career pathways in physical education and the professional attributes and mind sets required for practice. ii. Identify career pathways in physical education and the professional attributes and mind sets required for	
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	d) Physical Education and Health - Elective: i. Discuss career pathways in health education. ii. Application of career pathways in physical education. e) Performing Arts: i. Rehearse a planned performing arts event based on indigenous knowledge systems. ii. Perform/produce/present the planned performing arts event. LO 1: Develop subject-specific learning plans for teaching Weeks 17 and 18 lessons using the teacher manual, taking into account GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss the important aspects in Weeks 17 and 18 Art Department lessons in the teacher manual including content standards, LOs, LIs, key concepts, GESI, pedagogical exemplars and assessment strategies of the learning planner template LI 1.2 Complete the learning planner templates for Weeks 17 and 18 Art Department lessons taking into consideration cross-cutting issues, GESI	practice. d) Physical Education and Health - Elective: i. Discuss career pathways in health education. ii. Application of career pathways in physical education. e) Performing Arts: i. Rehearse a planned performing arts event based on indigenous knowledge systems. ii. Perform/produce/present the planned performing arts event. LO 1: Develop subject-specific learning plans for teaching Weeks 17 and 18 lessons using the teacher manual, taking into account GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss the important aspects in Weeks 15 and 16 Art Department lessons in the teacher manual including content standards, LOs, LIs, key concepts, GESI, pedagogical exemplars and assessment strategies of the learning planner template LI 1.2 Complete the learning planner templates for Weeks 17 and 18 Art Department lessons taking into consideration cross-cutting issues, GESI	
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responsive resources, pedagogical exemplars and assessment strategies proposed in the teacher manual. LO 2: Review the learning plans for Weeks 17 and 18 of the subject-based Art Department lessons (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, activities for differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 17 and 18 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 17 and 18 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 Ask teachers to refer to their teacher manual and read silently the content standards, LOs, LIs and pedagogical exemplars for their subjects in Weeks 17 and 18. Refer to Appendix 2.1 and Appendix 2.2 of the DPLC Handbook (NTS 1a, 2c, 2f and 3d-3g). 2.3 Ask teachers to discuss at least two essential questions that will guide the	responsive resources, pedagogical exemplars and assessment strategies proposed in the teacher manual. LO 2: Review the learning plans for Weeks 17 and 18 of the subject-based Art Department lessons (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, activities for differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 17 and 18 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the Learning Plans for Weeks 17 and 18 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 Read silently the content standards, LOs, LIs and pedagogical exemplars for your subject in Weeks 17 and 18 in your teacher manual. Refer to Appendix 2.1 and Appendix 2.2 of the DPLC Handbook (NTS 1a, 2c, 2f and 3d-3g). 2.3 Discuss at least two essential questions that will guide the lesson activities
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	lesson activities for Weeks 17 and 18 (NTS 1a, 2c, 2e, 2f and 3d-3g) E.g. a) Art and Design Foundation – (Week 17): - How can the objects in the environment and other parts of the community help learners identify the key elements and principles of art and design? - What are some of the strategies learners can use to record the key elements and principles of art and design in the natural and man-made environment? - How would the knowledge of differences and similarities between the elements and principles of art and design found in natural and artificial objects help learners generate artistic Concepts as societal interventions ? etc. (Week 18): - How can designs in objects from the natural and human-made environment help learners to gain knowledge in	in Weeks 17 and 18 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation – (Week 17): How can the objects in the environment and other parts of the community help learners identify the key elements and principles of art and design? etc. (Week 18): How can designs in objects from the natural and human-made environment help learners to gain knowledge in elements and principles of art	
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	elements and principles of art and design? ii. How have artistic elements and principles of design been used in man-made designs and objects from the natural environment? iii. In which way can the study of elements and principles of art and design equip learners with the knowledge and skill to generate artistic concepts for art and design? etc. b) Art and Design Studio - (Week 17): i. What skills will learners use to identify and record tools, materials, relevant processes and techniques used in performing 3D studio tasks ii. How can learners determine the workability of tools, materials, relevant processes and techniques used in performing 3D studio tasks? iii. How can the knowledge of the tools, materials, relevant processes and techniques used in performing 3D	and design? b) Art and Design Studio - (Week 17): What skills will learners use to identify and record tools, materials, relevant processes and techniques used in performing 3D studio tasks, etc.	
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	studio tasks improve safety during the performance of an art and design studio task? etc. (Week 18): - What skills and approaches can learners adopt to use conventional and non-conventional tools and materials from the environment to design and create 3-D art or design works as interventions for problems in their society - How does the knowledge of the workability of conventional and non-conventional tools and materials from the environment help learners to use sustainable approaches in the production of 3-D art and design works - How can interactions with conventional and non-conventional tools and materials from the environment equip learners with knowledge and skills in line with the global discussions on art and design?	(Week 18): What skills and approaches can learners adopt to use conventional and non-conventional tools and materials from the environment to design and create 3-D art or design works as interventions for problems in their society, etc.	
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	c) Physical Education and Health - Core (Week 17): i. What are the different career options available in the field of physical education, and what unique roles do professionals play in each of these pathways? ii. How do the career pathways within physical education vary based on factors like education level, specialisation, and work settings, and what are the potential implications of choosing one path over another? iii. What are the key professional attributes that individuals in physical education careers should possess, and how do these qualities contribute to their effectiveness and success in their roles? etc. (Week 18): i. How will learners be able to choose a sustainable career in physical Education and Sports for their future prospects?	c) Physical Education and Health - Core (Week 17): What are the different career options available in the field of physical education, and what unique roles do professionals play in each of these pathways? (Week 18): How will learners be able to choose a sustainable career in physical Education and Sports for their future prospects? etc.	
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	ii. Why should learners consider choosing a career in Physical Education and Sports based on their interest? iii. What competencies do learners need aside from content in physical education and sports in order to succeed in the sports industry? etc.	
	d) Physical Education and Health - Elective (Week 17): i. What resources do I need to guide learners to understand the various careers in health education? ii. How can I help learners grasp the benefits of a career in health education? iii. What strategies do I put in place to help learners understand some careers in health education? etc. (Week 18): i. What resources should I use to explain career pathways in physical education to learners? ii. What strategies can I deploy to enable learners to understand the benefits of career	d) Physical Education and Health - Elective (Week 17): What resources do I need to guide learners to understand the various careers in health education? etc. (Week 18): What resources should I use to explain career pathways in physical education to learners? etc.

	pathways in physical education? iii. How can I help learners to understand some career pathways in physical education? etc.	
	e) Performing Arts – (Week 17): i. What is the significance of indigenous knowledge systems in the context of rehearsing a performing arts event, and how do these systems contribute to cultural representation and authenticity? ii. In what ways have indigenous communities, artists, and experts been involved in the rehearsal process, and how have their insights and perspectives enriched the performance? iii. How can the rehearsal process ensure the authenticity and accuracy of the representation of indigenous knowledge in the performance, and what strategies have	e) Performing Arts - (Week 17): What is the significance of indigenous knowledge systems in the context of rehearsing a performing arts event, and how do these systems contribute to cultural representation and authenticity? etc.

	been employed to achieve this? etc. (Week 18): - What role has rehearsal played in perfecting the performance, and how has it contributed to the overall quality and authenticity of the event? - How have technical aspects, such as lighting, sound, and stage design, been integrated to enhance the audience's experience and convey the intended message of the performance? - How has the incorporation of indigenous knowledge systems, cultural elements, and traditions been maintained and respected in the final performance, and what strategies have ensured cultural authenticity? etc. 2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 17 and 18 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. - Art and Design Foundation –	(Week 18): What role has rehearsal played in perfecting the performance, and how has it contributed to the overall quality and authenticity of the event? etc. 2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 17 and 18 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. Art and Design Foundation –	
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	(Week 17): i. Task ● Explain key elements of art and design and create a household product each, for everyday use. ● Analyse and record the key elements and principles of art and design in the natural and man-made environment. ● Examine the differences and similarities between the elements and principles of art and design found in natural and artificial objects, etc. ii. Pedagogical Exemplars ● Put learners in mixed groups and task them to brainstorm to identify and discuss the key elements and principles of art and design. ● Working individually, let learners generate a manual/digital scrapbook of the key elements and principles of art and design in the natural and man-made environment. ● Working in groups, let learners prepare a 3-minutes video/photo presentation to explain the differences and similarities between the elements and	(Week 17): i. Task Explain key elements of art and design and create a household product each, for everyday use. ii. Pedagogical Exemplars Put learners in mixed groups and task them to brainstorm to identify and discuss the key elements and principles of art and design	
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	principles of art and design found in natural and artificial objects. iii. Key Assessment ● Identify and discuss the key elements and principles of art and design. ● Create scrapbooks of the key elements and principles of art and design in the natural and human-made environment. ● Create a 3-minute video or photo presentation to outline the distinctions and overlapping elements of art and design found in both natural and man-made items (Week 18): i. Task ● Choose four elements and create a design using simple art materials. ● Discuss your design to conclude on how you used any of the principles of art and design: balance, emphasis, harmony, variety, gradation, movement/rhythm, and proportion. ● Display your design and describe how you used the principles in creating your design	
	iii. Key Assessment Identify and discuss the key elements and principles of art and design. (Week 18): i. Task Choose four elements and create a design using simple art materials	

	ii. Pedagogical Exemplars • Put learners in mixed groups and task them to brainstorm to identify and discuss the key principles of art and design. • In small groups, analyse designs and objects from the natural and human-made environment to determine the elements and principles of art and design that can be found in them. • Working individually, let learners generate a manual/digital scrapbook of the key principles of art and design in the natural and man-made environment. iii. Key Assessment • Analyse designs and objects from the environment to project the elements and principles of art and design that can be found in them. • Explain how the elements and principles of design have been used in specific designs. • Produce a 3-minutes video to explain how the elements and principles of art and design can be used to develop ideas for making art and design work.	ii. Pedagogical Exemplars Put learners in mixed groups and task them to brainstorm to identify and discuss the key principles of art and design, iii. Key Assessment Analyse designs and objects from the environment to project the elements and principles of art and design that can be found in them.	
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	b) Art and Design Studio (Week 17): i. Task • Learners are to develop an inventory of methods in the different fields in 3-Dimensional Art and Design Studio, like furniture, architecture, sculpture, ceramics and pottery, jewellery and metal works, leatherworks, mixed media, bead making, basketry etc. among many others to list and scout for appropriate materials to be included in the inventory. • Analysing the workability of tools, materials, relevant processes and techniques used in performing 3D studio tasks. • Discussing how tools and materials as well as relevant processes can be used for multiple applications to create 3-D artworks, etc. ii. Pedagogical Exemplars • In mixed groups make an inventory, using pictorial and video documentation, of materials and tools in the immediate environment that can	b) Art and Design Studio – (Week 17): i. Task Learners are to develop an inventory of methods in the different fields in 3-Dimensional Art and Design Studio, like furniture, architecture, sculpture, ceramics and pottery, jewellery and metal works, leatherworks, mixed media, bead making, basketry etc. among many others to list and scout for appropriate materials to be included in the inventory., etc. ii. Pedagogical Exemplars In mixed groups make an inventory, using pictorial and video documentation, of materials and tools in the immediate	
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	be used to create 3D artworks. • Task learners in groups / individuals to examine through experimentation and by using photographs, videos, real art and design works, drawings, sketches and environmental walks, the workability of tools, materials, relevant processes and techniques • Allow learners to exhibit and talk about how they generated the digital/manual/video artistic concepts for art and design works used in performing 3D studio tasks.	environment that can be used to create 3D artworks, etc.	
	iii. Key Assessments • Make an inventory, using pictorial and video documentation, of materials and tools in the immediate environment that can be used to create 3D artworks • Experiment the workability of the materials and tools from the environment in creating 3D art and design works • Allow learners to present digital/manual charts/tables/short videos of both photographs and writing as responses	iii. Key Assessments Make an inventory, using pictorial and video documentation, of materials and tools in the immediate environment that can be used to create 3D artworks relevant processes and techniques used in performing 3D studio tasks, etc.	

	to how tools, materials and relevant processes can be used for multiple applications to create 3-D artwork. (Week 18): i. Task • Learners in groups, pick materials from their immediate environment that can be used in design and making. • Groups display their objects and create an inventory of objects, similarities and variations in terms of size, shape, colour, texture, etc. • Ideations' on what 3-D techniques can be used in remodelling or reformatting it.. • Creating own simple 3-D art and design works to respond to societal problems using conventional and non-conventional materials, tools, and relevant processes, etc. ii. Pedagogical Exemplars • In groups, learners discuss how specific conventional and non-conventional materials, tools and relevant processes can be used to design and create 3-D art and design works to	
	(Week 18): i. Task Learners in groups, pick materials from their immediate environment that can be used in design and making., etc. ii. Pedagogical Exemplars In groups, learners discuss how conventional and non-conventional materials, tools and relevant processes can be used to design and create 3-D art and	

	respond to specific societal problems by using photographs, videos, real and design works, drawings and sketches, personal experiences etc. They can also generate digital/manual visual diaries/scrapbooks of conventional and non-conventional materials and tools used in designing and creating selected 3-D art or design works. ● Work individually and in Groups, to experiment the workability of the materials and tools from the environment in creating 3D art and design works such as: sculptures, ceramics and pottery, jewellery and metal works, leatherworks etc., malleable materials e.g., clay, wax, Plaster of Paris etc.: Slab, Coiling, Throwing, modelling Casting, Carving Metals: Casting. Chip Carving, Enamelling. Engraving. Filigree. Gilding, Stamping. Studs. Wood: carving, joining, lathe turning, assemblage and construction. ● Allow learners to work individually/in groups to look for	design works to respond to specific societal problems by using photographs, videos, real and design works, drawings and sketches, personal experiences etc. They can also generate digital/manual visual diaries/scrapbooks of conventional and non-conventional materials and tools used in designing and creating selected 3-D art or design works, etc.	
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	specific societal problems in their community and use conventional and non-conventional materials, tools, and relevant processes to generate and create at least two (2) artistic concepts and art and design work as interventions for the problems selected, etc. iii. Key Assessments. ● Learners can present pictorial (digital/manual visual diaries/scrapbooks, etc.) /written/videos/oral responses on how conventional and non-conventional materials and tools have been used in designing and creating selected 3-D art or design works as interventions for specific societal problems. ● Examine a copy of at least one (1) existing simple 3-D art and design works created using conventional and non-conventional materials, tools, and relevant processes to respond to specific societal problems done by learners. ● Allow learners to exhibit and talk about how they create at	
	iii. Key Assessments Learners can present pictorial (digital/manual visual diaries/scrapbooks, etc.) non-conventional materials and tools that have been used in designing and creating selected 3-D art or design works as interventions for specific societal problems. /written/videos/oral responses on how conventional and, etc.	

	least two (2) artistic concepts and create a 3-D artwork as an intervention for the problem selected using conventional and non-conventional materials, tools, and relevant processes to respond to specific societal problems, etc., c) Physical Education and Health - Core (Week 17): i. Task ● Giving a range of career pathways within physical education, including teaching, coaching, sports administration, sports science, and more, and offering learners a choice in exploring the careers that interest them the most. ● Offering simplified versions of content for learners with language or reading challenges, ensuring accessibility for all. ● Allowing learners to select a specific career pathway of interest, and provide personalised career profiles with detailed information about that particular profession, etc.	
	c) Physical Education and Health – Core (Week 17): i. Task Giving a range of career pathways within physical education, including teaching, coaching, sports administration, sports science, and more, and offering learners a choice in exploring the careers that interest them the most, etc.	

	ii. Pedagogical Exemplars ● Implementing step-by-step guidance for learners who may require extra support in exploring career pathways, and breaking down the process into manageable stages. ● Engaging learners in role-playing activities where they can simulate the responsibilities of professionals in different career pathways, helping them understand the roles more deeply. ● Presenting content through a variety of formats, including text, video interviews with professionals, podcasts, and visual infographics to cater for different learning preferences, etc. iii. Key Assessment ● Permitting learners to create presentations or reports about their chosen career pathway, highlighting the attributes and mindsets required for practice in that field. ● Making learners build a portfolio that demonstrates the key attributes and mindsets required for success in a specific career, showcasing	ii. Pedagogical Exemplars Implementing step-by-step guidance for learners who may require extra support in exploring career pathways, and breaking down the process into manageable stages, etc. iii, Key Assessment Permitting learners to create presentations or reports about their chosen career pathway, highlighting the attributes and mindsets required for practice in that field, etc.	
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	their understanding through evidence and reflection. ● Arranging for learners to interview professionals in their chosen career pathway and presenting their findings in a format that suits their abilities and preferences, such as written reports, videos, or oral presentations, etc. (Week 18): i. Task ● Choosing a career in physical education and sports. ● Competencies in the sports industry. ● Difference between physical education and sports in terms of career current needs, etc. ii. Pedagogical Exemplars ● In groups, discuss choosing a career in physical education and sports using collaborative learning. ● In groups, search for competencies in physical education and the sports industry using activity-based learning. ● In groups, analyse the difference between physical education	
	(Week 18): i. Task Choosing a career in physical education and sports, etc. ii. Pedagogical Exemplars In groups, discuss choosing a career in physical education and sports using collaborative learning, etc.	

	and sports using collaborative learning, etc. iii. Key Assessment ● Accept three responses on choosing a career in physical education and sports. ● Accept three responses on competencies in physical education and sports industry. ● Accept three responses on the difference between physical education and sports, etc. d) Physical Education and Health – Elective (Week 17): i. Task ● What is a career in health education? ● Benefits of career in health education ● Some careers opportunities in health education ii. Pedagogical Exemplars ● In groups mention at least three careers in health education ● In pairs discuss three benefits of career in health education ● In groups analyse some careers in health education, etc. iii. Key Assessment ● Accept at least three responses on career	iii. Key Assessment Accept three responses on choosing a career in physical education and sports Accept three responses competencies in physical education and sports industry, etc d) Physical Education and Health - Elective (Week 17): i. Task What a career is in health education, etc. ii. Pedagogical Exemplars In groups mention at least three careers in health education, etc. iii. Key Assessment Accept at least three responses on careers	
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	in health education ● Accept at least two responses on benefits of career in health education ● Accept three (oral, written or drawing) responses on some careers in health education, etc. (Week 18): i. Task ● Explanation of career pathways in physical education. ● Benefits of career pathways in physical education. ● Some career pathways in physical education, etc. ii. Pedagogical Exemplars ● In groups discuss career pathways in physical education. ● In groups discuss benefits of career pathways in physical education. ● In groups discuss some career pathways in physical education, etc. iii. Key Assessment ● Accept three explanations of career pathways in physical education. ● Accept three oral responses on the benefits of career pathways in physical education. ● Accept three	in health education, etc. (Week 18): i. Task Explanation of career pathways in physical education, etc. ii. Pedagogical Exemplars In groups discuss career pathways in physical education, etc. iii. Key Assessment Accept three explanations of career pathways in physical education, etc.	
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	responses (oral, written or pictures) on some career pathways in physical education, etc. e) Performing Arts – (Week 17): i. Task ● Incorporating indigenous languages, songs, and music into the performance. Involving fluent speakers and musicians from the community, if possible, to ensure authenticity. ● Using indigenous symbols, motifs, and artistic styles in costumes, set design, and props. Consult with cultural experts to ensure proper representation. ● Creating or selecting content that is original, innovative, and thought-provoking, offering a fresh perspective on a well-known theme or introducing a new narrative, etc. ii. Pedagogical Exemplars Providing cultural sensitivity training for the cast, crew, and production team to ensure that all aspects of the	
	e) Performing Arts – (Week 17): i. Task Incorporating indigenous languages, songs, and music into the performance. Involving fluent speakers and musicians from the community, if possible, to ensure authenticity, etc. ii. Pedagogical Exemplars Providing cultural sensitivity training for the cast, crew, and production team to ensure that all aspects of the	

	performance respect indigenous customs and traditions. ● Encouraging indigenous community members to actively participate in rehearsals as performers, storytellers, or visual artists, allowing them to share their talents and insights. ● Fostering a collaborative creative process by involving artists, designers, directors, and performers in brainstorming and shaping the artistic vision, etc. iii. Key Assessment ● Conducting rehearsals at locations that hold cultural significance to the indigenous community, such as sacred sites or historically important areas, to enhance authenticity. ● Creating a documentary or digital archive of the rehearsal process, capturing the cultural journey and making it accessible to a wider audience. ● Ensuring that the rehearsal process aligns with indigenous principles of sustainability and environmental	performance respect indigenous customs and traditions, etc. iii. Key Assessment Conducting rehearsals at locations that hold cultural significance to the indigenous community, such as sacred sites or historically important areas, to enhance authenticity, etc.	
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	stewardship, minimising waste and ecological impact, etc. (Week 18): i. Task ● Providing resources and examples of performing arts events from various indigenous cultures and regions, allowing learners to choose a specific cultural context that aligns with their interests or heritage. ● Providing materials at different complexity levels, and allowing learners to access content that aligns with their reading skills and prior knowledge. ● Incorporating materials that provide historical and cultural context for the specific indigenous knowledge systems being presented in the performance, etc. ii. Pedagogical Exemplars ● Allowing learners to choose different roles within the production team, such as actors, directors, set designers, or marketers, catering to their interests and strengths. ● Offering adaptive rehearsal schedules	
	(Week 18): i. Task Providing resources and examples of performing arts events from various indigenous cultures and regions, allowing learners to choose a specific cultural context that aligns with their interests or heritage, etc ii. Pedagogical Exemplars Allowing learners to choose different roles within the production team, such as actors, directors, set designers, or marketers, catering to their interests and strengths, etc.	

	and strategies that consider individual learning needs, such as more frequent or shorter rehearsal sessions for students who require extra practice. ● Encouraging group projects where learners work together to produce the performance, simulating a real production team that draws from diverse perspectives, etc. iii. Key Assessment ● Allowing learners to choose the format of their performance, whether it's a live presentation, a recorded video, or a digital storytelling experience, based on their strengths and preferences. ● Permitting learners to create artistic elements related to the performance, such as artwork, music compositions, choreography, or set designs, allowing them to showcase their creativity and talents. ● Encouraging the use of digital tools for learners who prefer digital media, such as creating websites, podcasts, or interactive	iii. Key Assessment Allowing learners to choose the format of their performance, whether it's a live presentation, a recorded video, or a digital storytelling experience, based on their strengths and preferences, etc.	
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	multimedia presentations to showcase their performance, etc. 2.5 Ask teachers in their subject groups or as individuals to complete learning planners for Weeks 17 and 18. Teachers should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning planner to cater for all learners (NTS 3a, 3e-3g and 3k).	2.5 In your subject groups or individually, complete learning planners for Weeks 17 and 18. It should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning planner to cater for all learners (NTS 3a, 3e-3g and 3k).	
3. Peer-review of learning planners. Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to exchange one of their learning plans with colleagues in the same department (where applicable) and peer review the content (such as essential questions, key notes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan (NTS 1a, 1b and 1e-1g). Note: Areas for vital review: a) Alignment between teacher manual and learning plans. b) Innovativeness of pedagogical choices c) Incorporation of GESI, SEL, National values and	3.1 Exchange one of your learning plans with a colleague in the same department (where applicable) and peer review the content (such as essential questions, key notes on differentiation, teaching and learning activities, assessment, and closure) of a learning plan (NTS 1a, 1b and 1e-1g). Note: Areas for vital review: a) Alignment between teacher manual and learning plans b) Innovativeness of pedagogical choices c) Incorporation of GESI, SEL, National values and	10 mins

	21st century skills d) Differentiated instruction and assessment e) Appropriateness of crafted essential questions, etc. 3.2 Ask teachers to implement the recommendations made by a peer reviewer to their learning plans as appropriate (NTS 1b).	21st century skills d) Differentiated instruction and assessment e) Appropriateness of crafted essential questions, etc. 3.2 Implement the recommendations made by a peer reviewer to your learning plan as appropriate (NTS 1b).	
4. Reflection on the session: • Reflecting g on what has been learned in the session. • Advance preparation on towards next PLC session	4.1 Ask teachers to share their views and experiences about the session (NTS 1a). 4.2 Encourage teachers who did not complete their learning plans during the session to complete them (NTS 3I). 4.3 Remind teachers to read the contents of Weeks 19 and 20 of the teacher manual ahead of time and the DPLC Handbook Session 11 in preparation for the next session and bring along their DPLC Handbook and teacher manual (NTS 1a, 1b). 4.4 Remind teachers to read PLC Session 11 in preparation for the next session and bring along their PLC Handbook and teacher manual	4.1 Share your views and experiences about the session (NTS 1a). 4.2 Complete your learning plans which were not completed during the session (NTS 3I). 4.3 Remember to read the contents of Weeks 19 and 20 of the teacher manual ahead of time and the DPLC Handbook Session 11 in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a, 1b). 4.4 Read PLC Session 11 in preparation for the next session and remember to bring along their PLC Handbook and teacher manual.	10 mins

DPLC Session 11: Developing learning plans for weeks 19 and 20

The sections below provide the frame for what is to be done in the session.	Guidance notes on Leading the DPLC Session. What the PLC Coordinator will have to say during each stage of the session	Guidance Notes on Teacher Activity during the PLC Session. What teachers will do during each stage of the session	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Start the session by asking teachers to share two things they implemented based on the DPLC Session 10, developing learning plans for Weeks 17 and 18, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learned in DPLC Session 10, developing learning plans for Weeks 17 and 18, supported learning (NTS 1a-1c).	1.1 Share two things you implemented based on DPLC Session 10, developing learning plans for Weeks 17 and 18, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, discuss why you think what a colleague did through the application of lessons learned in DPLC Session 10, developing learning plans for Weeks 17 and 18, supported learning (NTS 1a-1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values	2.1 Ask a teacher to read aloud the Purpose, Learning Outcomes (LOs), and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist teachers in the Art Department in utilising the teacher manual to create learning plans for lessons during Weeks 19 and 20. Art department teachers will focus on developing learning	2.1 Read the Purpose, Learning Outcomes (LOs), and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist teachers in the Art Department in utilising the teacher manual to create learning plans for lessons during Weeks 19 and 20. Art department teachers will focus on developing learning	60 mins

(2 learning planners to be completed per session)	plans for the following lessons: a) Art and Design Foundation: - Identify and discuss key elements and stages of the design thinking process. - Identify and explain colour schemes and the mood they express. b) Art and Design Studio: - Design and create 3D artworks using conventional and non-conventional materials, tools, and relevant processes to respond to societal problems. - Use a visual medium to create art and design projects with emphasis on protective and decorative processes. c) Physical Education and Health - Core: - Career Pathways in Sports Based Physical Education and Sports. - Career Pathways in Teaching-based Physical Education and Sports. d) Physical Education and Health - Elective: - Discuss career pathways in sports excellence. - Application of career pathways in sports excellence.	plans for the following lessons: a) Art and Design Foundation: - Identify and discuss key elements and stages of the design thinking process. - Identify and explain colour schemes and the mood they express b) Art and Design Studio: - Design and create 3D artworks using conventional and non-conventional materials, tools, and relevant processes to respond to societal problems. - Use a visual medium to create art and design projects with emphasis on protective and decorative processes. c) Physical Education and Health - Core: - Career Pathways in Sports Based Physical Education and Sports. - Career Pathways in Teaching-based Physical Education and Sports. d) Physical Education and Health - Elective: - Discuss career pathways in sports excellence. - Application of career pathways in sports excellence.	
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	e) Performing Arts: - Record the performing arts event for subsequent use. - Identify and evaluate the elements of production. LO 1: Develop subject-specific learning plans for teaching Weeks 17 and 18 lessons using the teacher manual, considering GESI, ICT, SEL, National values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss the important aspects in Weeks 17 and 18 Art Department lessons in the teacher manual including content standards, LOs, Lis, key concepts, GESI, pedagogical exemplars and assessment strategies of the learning planner template LI 1.2 Complete the learning planner templates for Weeks 17 and 18 Art Department lessons taking into consideration cross-cutting issues, GESI responsive resources, pedagogical exemplars and assessment strategies proposed in the teacher manual. LO 2: Review the learning plans for Weeks 19 and 20 of the subject-based Art Department lessons (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions,	e) Performing Arts: - Record the performing arts event for subsequent use. - Identify and evaluate the elements of production. LO 1: Develop subject-specific learning plans for teaching Weeks 17 and 18 lessons using the teacher manual, considering GESI, ICT, SEL, National values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss the important aspects in Weeks 17 and 18 Art Department lessons in the teacher manual including content standards, LOs, Lis, key concepts, GESI, pedagogical exemplars and assessment strategies of the learning planner template LI 1.2 Complete the learning planner templates for Weeks 17 and 18 Art Department lessons taking into consideration cross-cutting issues, GESI responsive resources, pedagogical exemplars and assessment strategies proposed in the teacher manual. LO 2: Review the learning plans for Weeks 19 and 20 of the subject-based Art Department lessons (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions,	
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	key notes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 19 and 20 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 19 and 20 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 Ask teachers to refer to their teacher manual and read silently the content standards, LOs, LIs and pedagogical exemplars for their subjects in Weeks 19 and 20. (NTS 1a, 2c, 2f and 3d-3g). 2.3 Ask teachers to discuss at least two essential questions that will guide the lesson activities for Weeks 19 and 20 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation – (Week 19): - What are the key elements and stages of the design thinking process used in creating objects and designs? - What real-life situations can be used to explain key elements and stages	key notes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 19 and 20 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 19 and 20 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 Read silently the content standards, LOs, LIs and pedagogical exemplars for your subject in Weeks 19 and 20 in your teacher manual. (NTS 1a, 2c, 2f and 3d-3g). 2.3 Discuss at least two essential questions that will guide the lesson activities in Weeks 19 and 20 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation – (Week 19): What are the key elements and stages of the design thinking process used in creating objects and designs?	
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	of the design thinking process? iii. In which way can the knowledge and understanding of the study of key elements and stages of the design thinking process help learners generate artistic concepts as interventions to societal problems? etc. (Week 20): i. Explain the terms colour theory and colour scheme. ii. How will the differences between colour scheme and colour theory help the learner to generate artistic concepts to create art and design works? iii. How would the learner use pigment colours, spectrum colours, and environmental ideas to create art and design works to suit society's social and emotional demands? etc. b) Art and Design Studio - (Week 19): i. How can learners use the various hand-building and hand-forming techniques to create 3D art and design works?	(Week 20): Explain the terms colour theory and colour scheme. b) Art and Design Studio - (Week 19): How can learners use the various hand-building and hand-forming techniques to create 3D art and design works?	
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	ii. Why are multiple annotated drawings and sketches, maquettes, prototypes, etc. used as initial ideas for creating 3D art and design works in response to problems in society iii. How can the learner use knowledge of conventional and non-conventional materials and viable tools and processes performing 3D studio tasks to create a 3D mix-media art or design works, etc. (Week 20): i. What is the importance of protective and decorative processes in creating products in Art and design? ii. How can the differences between protective processes and decorative processes help to enhance learners' skills in the creation of art and design works? iii. What approaches can the learner use to generate and develop ideas to create art and design work in response to a societal problem with an emphasis on protective and		
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	decorative processes? etc. c) Physical Education and Health - Core (Week 19): - How will learners be able to choose a sustainable career in sports for their future prospects? - Why should learners consider choosing a career in sport based physical education and sports based on their interest? - What considerations should be outlined to guide learners in choosing a career in sport based physical education and sports? etc. (Week 20): - How will learners be able to choose a sustainable teaching-based career in physical education and sports? - What teaching activities will trigger learners to develop a lifelong teaching-based career in physical education and sports? - What additional competencies do learners need in teaching based physical education and sports in order to	c) Physical Education and Health - Core (Week 19): How will learners be able to choose a sustainable career in sports for their future prospects? etc. (Week 20): How will learners be able to choose a sustainable teaching-based career in physical education and sports? etc.	
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	survive in the sports industry? etc. d) Physical Education and Health - Elective (Week 19): - What resources can I use to practically help learners understand career pathways in physical education? - How will I ensure that learners understand the professional pathways in physical education? - How can I guide learners to grasp the concept of career pathways in sports excellence? etc. (Week 20): - What creative pedagogies can I use to effectively deliver my lesson to help learners understand career pathways associated with sports for excellence? - What resources can I use to help learners practically understand types of professional athletes - How can I help learners practically understand the contributions of professional athletes to national development? etc.	d) Physical Education and Health - Elective (Week 19): What resources can I use to practically help learners understand career pathways in physical education? etc. (Week 20): What creative pedagogies can I use to effectively deliver my lesson to help learners understand career pathways associated with sports for excellence? etc.	
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	e) Performing Arts – (Week 19): i. How can recorded performances contribute to cultural preservation and documentation, especially when indigenous knowledge systems are incorporated into the arts? ii. What technical equipment and expertise are required to ensure high-quality audio and visual recording of a performing arts event, and how does this impact the final recording's effectiveness? iii. How can recorded performances reach a wider audience, including those who couldn't attend the live event, and what are the implications for audience engagement and appreciation? etc. (Week 20): i. How do the specific elements of production vary across different art forms, such as theatre, music, dance, or visual arts, and what commonalities exist among them? ii. What are the stages of planning and pre-	e) Performing Arts – (Week 19): How can recorded performances contribute to cultural preservation and documentation, especially when indigenous knowledge systems are incorporated into the arts? etc. (Week 20): How do the specific elements of production vary across different art forms, such as theatre, music, dance, or visual arts, and what commonalities exist among them? etc.	
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	production that lead to the realisation of the artistic vision, and how do these stages differ based on the type of performance? iii. How does collaboration among different members of the production team, including actors, musicians, choreographers, and technical staff, contribute to the success of a performance? etc. 2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 19 and 20 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation – (Week 19): i. Task ● Identify the key elements and stages of the design thinking process used in creating objects and designs. ● Analyse and record how the key elements and stages of the design thinking process can be seen in real-life situations. ● Experiment with how to use the design thinking process in creating products to solve problems in the community, etc	2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 19 and 20 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation – (Week 19): i. Task Identify the key elements and stages of the design thinking process used in creating objects and designs.	
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	ii. Pedagogical Exemplars ● In small groups, research and document design thinking process in popular products on the Ghanaian market and discuss how they can be applied to similar problems in the community for class presentation. ● Learners in groups/individuals to analyse and record how the key elements and stages of the design thinking process can be seen in real-life situations by using popular products on the Ghanaian market and similar problems in the community. ● Learners work individually, through experimentation, to use the design thinking process in creating a product to solve problems in the community with the help of suitable tools, materials, and relevant processes, etc. iii. Key Assessment ● Explain key phases of the design thinking process. ● Research and document design thinking process in relation to popular	ii. Pedagogical Exemplars In small groups, research and document design thinking process in popular products on the Ghanaian market and discuss how they can be applied to similar problems in the community for class presentation. iii. Key Assessment Explain key phases of the design thinking process.	
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	products on the Ghanaian market. - Brainstorm the design thinking process and create a product to solve problems in the community (Week 20): i. Task - Discuss some of the emotions conveyed by the pigment colours, and spectrum colours, used by artists to create art and design works. - Outline the differences between colour theory and colour scheme. - Examine how colour theory is used in generating artistic ideas for the creation of packaging for products to suit social and emotional demands, etc. ii. Pedagogical Exemplars - In mixed groups, discuss and make a chart of the colours and emotions they convey. Display the product for peers to comment. - Learners in groups/individuals to examine the differences between colour theory and colour scheme using	(Week 20): i. Task Discuss some of the emotions conveyed by the pigment colours, and spectrum colours, used by artists to create art and design works, etc. ii. Pedagogical Exemplars In mixed groups, discuss and make a chart of the colours and emotions they convey. Display the product for peers to comment.	
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	the colour wheel and text on colour theory. ● Learners work individually, to examine how colour theory has been used in generating artistic ideas for the creation of packaging for products to suit social and emotional demands. They can do this with the help of actual packaging, photographs or videos, etc. iii. Key Assessment ● Present written, and oral, videos, as responses to some of the emotions conveyed by the pigment colours, and spectrum colours, used by artists to create art and design works. ● With pictorial/written and /or oral/videos/ real objects as evidence, explain the differences between colour theory and colour scheme using the colour wheel and text on colour theory. ● Present a video/oral/written on how colour theory has been used in generating artistic ideas for the creation of packaging for products to suit social		
		iii. Key Assessment Present written, and oral, videos, as responses to some of the emotions conveyed by the pigment colours, and spectrum colours, used by artists to create art and design works.	

	and emotional demands, etc b) Art and Design Studio: (Week 19) i. Task ● Learners examine the various hand-building and hand-forming techniques to create 3D art and design works. ● Guide learners to discuss the importance of generating initial ideas in creating 3D art and design works in response to problems in society. ● Create 3D mix-media art or design works in response to problems in society using conventional and non-conventional materials and viable tools and processes used to perform art and design studio tasks. ii. Pedagogical Exemplars ● In groups, learners gather and examine information on various hand-building and hand-forming techniques to create 3D art and design works after visiting workshops and studios, watching videos/photos etc. They can also generate	b) Art and Design Studio: (Week 19.) i. Task Learners examine the various hand-building and hand-forming techniques to create 3D art and design works, etc. ii. Pedagogical Exemplars In groups, learners gather and examine information on various hand-building and hand-forming techniques to create 3D art and design works after visiting workshops and studios, watching videos/photos etc. They can also generate digital/manual visual	
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	digital/manual visual diaries/scrapbooks of various hand-building and hand-forming techniques to create 3D art and design works. ● Learners in groups discuss the importance of generating initial ideas such as multiple annotated drawings and sketches, maquettes, and prototypes, in the process of creating 3D art and design works in response to problems in society. Encourage them to generate digital/manual visual diaries/scrapbooks of examples of multiple annotated drawings and sketches, maquettes, and prototypes that can be used as initial ideas in creating 3-D art and design work. ● Task learners to create 3D mixed-media art or design works in response to problems in society using conventional and non-conventional materials and viable tools and processes used to perform art and design studio tasks, etc.	diaries/scrapbooks of various hand-building and hand-forming techniques to create 3D art and design works, etc.	
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	iii. Key Assessments ● Learners can present pictorial (digital/manual visual diaries/scrapbooks, etc.) /written/videos/oral responses on how various hand-building and hand-forming techniques are used to create 3D art and design works ● Design a pictorial (digital/manual visual diaries/scrapbooks, etc.) /written/videos/oral responses on the importance of initial ideas such as multiple annotated drawings and sketches, maquettes, and prototypes, in the process of creating 3D art and design works in response to problems in society. ● Exhibit designed works and do an oral, written or video presentation on how they created a 3D mixed-media art or design works in response to problems in society using conventional and non-conventional materials and viable tools and processes used to perform art and design studio tasks, etc.	iii. Key Assessments Learners can present pictorial (digital/manual visual diaries/scrapbooks, etc.) /written/videos/oral responses on how various hand-building and hand-forming techniques are used to create 3D art and design works, etc.	
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	(Week 20): i. Task ● Examine the difference between protective and decorative processes in creating products in art and design ● Generate pictorial charts to illustrate the differences between protective processes and decorative processes in creating products in Art and design ● Develop and create 2-D and 3-D art or design work with an emphasis on protective and decorative processes in response to a societal problem, etc. ii. Pedagogical Exemplars ● Allow learners in groups to examine the difference between protective and decorative processes in creating products in art and design by visiting workshops and studios, watching videos/photos etc. They can also generate digital/manual visual diaries/scrapbooks of various protective and decorative processes.	(Week 20): i. Task Examine the difference between protective and decorative processes in creating products in art and design, etc. ii. Pedagogical Exemplars Allow learners in groups to examine the difference between protective and decorative processes in creating products in art and design by visiting workshops and studios, watching videos/photos etc. They can also generate digital/manual visual diaries/scrapbooks of various protective and decorative processes, etc.	
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	• Task learners in groups/individually to generate a pictorial (digital/manual) chart of art and design objects to illustrate the differences between protective processes and decorative processes in creating products in art and design. The pictorial chart could be visual diaries/scrapbooks with multiple annotated drawings and sketches. • Task learners to work individually to develop and create 2-D and 3-D art or design work with an emphasis on protective and decorative processes in response to a societal problem, etc. iii. Key Assessments • Present pictorial (digital/manual visual diaries/scrapbooks, etc.) /written/videos/oral responses on the difference between protective and decorative processes in creating products in art and design		
		iii. Key Assessments Learners can present pictorial (digital/manual visual diaries/scrapbooks, etc.) /written/videos/oral responses on the difference between protective and decorative processes in creating products in art and design, etc.	

	● Produce pictorial (digital/manual) charts of art and design objects that illustrate the differences between protective processes and decorative processes in creating products in art and design. ● Exhibit works and do an oral, written or video presentation on how they generated artistic concepts to create 2-D and 3-D art or design work with an emphasis on protective and decorative processes in response to a societal problem, etc. c) Physical Education and Health - Core (Week 19): i. Task ● Listing variety of career opportunities associated with sports based physical education ● Describing how one of the best choices is carried out. ● Demonstrating how the best choice is performed, etc. ii. Pedagogical Exemplars ● Use of videos to show some selected		
		c) Physical Education and Health – Core (Week 19): i. Task Listing a variety of career opportunities associated with sports based physical education, etc. ii. Pedagogical Exemplars Use of videos to show some selected careers	

	careers in sports based physical education. ● Putting learners in groups to identify and discuss types of sports-based careers that they can choose from based on their interest and capabilities. ● Using role play for learners to role play their chosen careers in groups, etc. iii. Key Assessment ● List types of careers in sports based physical education ● Describe how a chosen career is applied or performed. ● Demonstrate how a chosen career is applied or performed, etc. (Week 20): i. Task ● Factors to consider in choosing a teaching-based career in physical education and sports. ● Teaching based competencies in physical education and sports. ● Additional competencies in physical education and sports, etc.	in sports based physical education, etc. iii. Key Assessment List types of careers in sports based physical education, etc. (Week 20): i. Task Factors to consider in choosing a teaching-based career in physical education and sports, etc.	
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	ii. Pedagogical Exemplars ● In groups, discuss factors to consider in choosing a teaching-based career in physical education and sports using collaborative learning. ● In groups, search for teaching based competencies in physical education and sports using activity-based learning. ● In groups, analyse the additional competencies teaching based physical education and sports using collaborative learning, etc. iii. Key Assessment ● Accept three responses on choosing a teaching-based career in physical education and sports. ● Accept three responses on competencies in teaching-based careers in physical education and sports. ● Accept three responses on additional competencies teaching based careers in physical	ii. Pedagogical Exemplars ● In groups, discuss factors to consider in choosing a teaching-based career in physical education and sports using collaborative learning. iii. Key Assessment Accept three responses on choosing a teaching-based career in physical education and sports.	
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	education and sports, etc. d) Physical Education and Health - Elective (Week 19): i. Task • Career pathways in physical education • Professional pathways in physical education • Career pathways in sports excellence, etc. ii. Pedagogical Exemplars • In groups discuss career pathways in physical education • In pairs discuss professional pathways in physical education • In groups analyse career pathways in sports excellence, etc. iii. Key Assessment • Accept two explanations on career pathways in physical education • Accept three responses on professional pathways in physical education • Accept three responses oral or written on career pathways in sports excellence, etc.	d) Physical Education and Health – Elective (Week 19): i. Task Career pathways in physical education, etc ii. Pedagogical Exemplars In groups discuss career pathways in physical education, etc. iii. Key Assessment Accept two explanations on career pathways in physical education, etc.	
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	(Week 20): i. Task • Career pathways associated with sports for excellence • Types of professional athletes • Contribution to national development, etc. ii. Pedagogical Exemplars • In groups discuss career pathways associated with sports for excellence • In pairs discuss types of professional athletes • In groups analyse the contribution of professional athletes to national development, etc. iii. Key Assessment • Accept oral responses on career pathways associated with sports for excellence • Accept two responses on types of professional athletes • Accept three responses on the contribution of professional athletes to national development, etc.	(Week 20): i. Task Career pathways associated with sports for excellence, etc. ii. Pedagogical Exemplars In groups discuss career pathways associated with sports for excellence, etc. iii. Key Assessment Accept oral responses on career pathways associated with sports for excellence, etc.	
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	e) Performing Arts (Week 19): i. Task ● Providing varied resources and examples of recording practices and performances from various cultural contexts, allowing learners to explore and appreciate different artistic traditions. ● Offering a variety of resources, including written guides, video demonstrations, and audio recordings, to cater to different learning preferences and styles. ● Including materials that provide context for the performances being recorded, helping students understand the cultural and historical significance of the arts, etc. ii. Pedagogical Exemplars ● Allowing learners to choose specific technical roles in the recording process, such as camera operators, sound engineers, or editors, based on	e) Performing Arts (Week 19): i. Task Providing varied resources and examples of recording practices and performances from various cultural contexts, allowing learners to explore and appreciate different artistic traditions, etc. ii. Pedagogical Exemplars Allowing learners to choose specific technical roles in the recording process, such as camera operators, sound engineers, or editors, based on	
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	their interests and skills. • Ensuring that learners have access to a range of recording equipment, including simplified or specialised tools for those with different needs, such as students with disabilities. • Encouraging group projects where learners work together on different aspects of the recording process, fostering teamwork and shared expertise, etc. iii. Key Assessment • Allowing learners to choose from various recording formats, such as audio recordings, video documentaries, visual artwork, or digital storytelling, based on their creative interests. • Offering options for learners to engage in post-production work, such as video editing, audio mixing, or digital effects, giving them an opportunity to express their creativity.	their interests and skills, etc. iii. Key Assessment Allowing learners to choose from various recording formats, such as audio recordings, video documentaries, visual artwork, or digital storytelling, based on their creative interests, etc.	
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	• Creating digital portfolios for learners to compile their recorded performances, documentation, and reflections, allowing for a comprehensive showcase of their work, etc. (Week 20): i. Task • Providing content resources and examples from various art forms, such as theatre, music, dance, and more, allowing learners to explore and analyse the production elements in their preferred domains. • Offering a variety of resource formats, including written materials, videos, audio recordings, images, and live demonstrations, to cater for different learning preferences and styles. • Including materials that provide context for the productions being analysed, helping learners understand the cultural and historical significance of the performances, etc.	(Week 20): i. Task Providing content resources and examples from various art forms, such as theatre, music, dance, and more, allowing learners to explore and analyse the production elements in their preferred domains, etc.	
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	ii. Pedagogical Exemplars ● Offering research tasks that match individual learning needs, such as providing guided research for learners who require additional support in identifying production elements. ● Encouraging group activities where learners collaborate in analysing and evaluating the production elements, fostering teamwork and shared expertise. ● Providing opportunities for learners to pursue independent projects focusing on a specific production element of interest, allowing them to delve deeper into their chosen area, etc. iii. Key Assessment ● Assigning written essays where students analyse and evaluate the production elements and their impact on the overall performance, catering for those	ii. Pedagogical Exemplars Offering research tasks that match individual learning needs, such as providing guided research for learners who require additional support in identifying production elements, etc. iii. Key Assessment Assigning written essays where students analyse and evaluate the production elements and their impact on the overall performance, catering for those who excel in written expression, etc.	
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	who excel in written expression. ● Permitting learners to create visual presentations, posters, or multimedia slideshows to showcase their findings, engaging those who are visually and creatively inclined. ● Encouraging learners to provide critiques in various formats, such as recorded video critiques, oral presentations, or live demonstrations of production element analysis, allowing for diverse forms of expression, etc.		
	2.5 Ask teachers in their subject groups or as individuals to complete learning planners for Weeks 19 and 20. Teachers should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning planner to cater for all learners (NTS 3a, 3e-3g and 3k)	2.5 In your subject groups or individually, complete learning planners for Weeks 19 and 20. It should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning planner to cater for all learners (NTS 3a, 3e-3g and 3k).	
3. Peer-review of learning planners.	3.1 Ask teachers to exchange one of their learning plans with colleagues in the same	3.1 Exchange one of your learning plans with colleagues in the same	10 mins

● Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	department (where applicable) and peer review the content (such as essential questions, key notes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan (NTS 1a, 1b and 1e-1g). Note: Areas for vital review: a) Alignment between teacher manual and learning plans. b) Innovativeness of pedagogical choices c) Incorporation of GESI, SEL, national values and 21st century skills d) Differentiated instruction and assessment e) Appropriateness of crafted essential questions, etc. 3.2 Ask teachers to implement the recommendations made by a peer reviewer to their learning plans as appropriate (NTS 1b).	department (where applicable) and peer review the content (such as essential questions, key notes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan (NTS 1a, 1b and 1e-1g). Note: Areas for vital review: a) Alignment between teacher manual and learning plans. b) Innovativeness of pedagogical choices c) Incorporation of GESI, SEL, national values and 21st century skills d) Differentiated instruction and assessment e) Appropriateness of crafted essential questions, etc. 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1b).	
4. Reflection on the session: ● Reflecting on what has been learned in the session. ● Advance preparation towards next PLC session	4.1 Ask teachers to share their views and experiences about the session (NTS 1a). 4.2 Encourage teachers who did not complete their learning plans during the session to complete them (NTS 3I). 4.3 Remind teachers to read the contents of Weeks 21 and 22 of the teacher manual	4.1 Share your views and experiences about the session (NTS 1a). 4.2 Complete your learning plans which were not completed during the session (NTS 3I). 4.3 Remember to read the contents of Weeks 21 and 22 of the teacher manual ahead of time and the DPLC	10 mins

	ahead of time and the DPLC Handbook Session 12 in preparation for the next session and bring along their DPLC Handbook and teacher manual (NTS 1a, 1b).	Handbook Session 12 in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a, 1b).	
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DPLC Session 12: Developing learning plans for weeks 21 and 22

The sections below provide the frame for what is to be done in the session.	Guidance notes on Leading the DPLC Session. What the DPLC Coordinator will have to say during each stage of the session	Guidance Notes on Teacher Activity during the DPLC Session. What teachers will do during each stage of the session	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Start the session by asking teachers to share two things they implemented based on the DPLC Session 11, developing learning plans for Weeks 19 and 20, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learned in DPLC Session 11, developing learning plans for Weeks 19 and 20, supported learning (NTS 1a-1c).	1.1 Share two things you implemented based on DPLC Session 11, developing learning plans for Weeks 19 and 20, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, discuss why you think what a colleague did through the application of lessons learned in DPLC Session 11, developing learning plans for Weeks 19 and 20, supported learning (NTS 1a-1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and	2.1 Ask a teacher to read aloud the Purpose, Learning Outcomes (LOs), and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist teachers in the Art Department in utilising the teacher manual to create learning plans for lessons during Weeks 21 and 22. Art department teachers will focus on developing learning	2.1 Read the Purpose, Learning Outcomes (LOs), and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist teachers in the Art Department in utilising the teacher manual to create learning plans for lessons during Weeks 21 and 22. Art department teachers will focus on developing learning	60 mins

national values (2 learning planners to be completed per session)	plans for the following lessons: a) Art and Design Foundation: i. Analyse pigment colours and that of the spectrum. ii. Analyse and explain the use of pigment colours, spectrum colours, and environmental ideas in the creation of artworks. iii. Exhibit/display drawings and designs that relate basic contours and forms in the environment using conventional and non-conventional materials. b) Art and Design Studio: i. Apply safety measures in creating art and design work with special attention to protective and decorative processes to create an artwork. ii. Develop artists' statements to reflect portfolio and exhibition. c) Physical Education and Health - Core: i. Career Pathways in Recreational Based Physical Education and Sports. ii. Career Pathways in Media based Physical Education and Sports.	plans for the following lessons: a) Art and Design Foundation, i. Analyse pigment colours and that of the spectrum. ii. Analyse and explain the use of pigment colours, spectrum colours, and environmental ideas in the creation of artworks. iii. Exhibit/display drawings and designs that relate basic contours and forms in the environment using conventional and non-conventional materials. b) Art and Design Studio: i. Apply safety measures in creating art and design work with special attention to protective and decorative processes to create an artwork. ii. Develop artists' statements to reflect portfolio and exhibition. c) Physical Education and Health - Core: i. Career Pathways in Recreational Based Physical Education and Sports. ii. Career Pathways in Media based Physical Education and Sports.	
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	d) Physical Education and Health - Elective: i. Career Pathways in Recreational Based Physical Education and Sports. ii. Career Pathways in Media based Physical Education and Sports. e) Performing Arts: i. Identify and analyse the artistic expressions of Performing Arts events. ii. Evaluate the aesthetics of Performing Arts events LO 1: Develop subject-specific learning plans for teaching Weeks 21 and 22 lessons using the teacher manual, considering GESI, ICT, SEL, National values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss the important aspects in Weeks 21 and 22 Art Department lessons in the teacher manual including content standards, LOs, LIs, key concepts, GESI, pedagogical exemplars and assessment strategies of the learning planner template. LI 1.2 Complete the learning planner templates for Weeks 21 and 22 Art Department lessons taking into consideration cross-cutting issues, GESI responsive resources, pedagogical	d) Physical Education and Health - Elective: i. Career Pathways in Recreational Based Physical Education and Sports. ii. Career Pathways in Media based Physical Education and Sports. e) Performing Arts: i. identify and analyse the artistic expressions of Performing Arts events. ii. Evaluate the aesthetics of Performing Arts events. LO 1: Develop subject-specific learning plans for teaching Weeks 21 and 22 lessons using the teacher manual, considering GESI, ICT, SEL, National values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss the important aspects in Weeks 21 and 22 Art Department lessons in the teacher manual including content standards, LOs, LIs, key concepts, GESI, pedagogical exemplars and assessment strategies of the learning planner template. LI 1.2 Complete the learning planner templates for Weeks 21 and 22 Art Department lessons taking into consideration cross-cutting issues, GESI responsive resources, pedagogical	
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	exemplars and assessment strategies proposed in the teacher manual. Review the learning plans for Weeks 21 and 22 of the subject-based Art Department lessons (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, key notes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 21 and 22 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 21 and 22 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 Ask teachers to refer to their teacher manual and read silently the content standards, LOs, LIs and pedagogical exemplars for their subjects in Weeks 21 and 22. (NTS 1a, 2c, 2f and 3d-3g). 2.3 Ask teachers to discuss at least two essential questions that will guide the lesson activities for Weeks 21 and 22 (NTS 1a, 2c, 2e, 2f and 3d-3g).	exemplars and assessment strategies proposed in the teacher manual. Review the learning plans for Weeks 21 and 22 of the subject-based Art Department lessons (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, key notes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 21 and 22 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 19 and 20 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 Read silently the content standards, LOs, LIs and pedagogical exemplars for your subject in Weeks 21 and 22 in your teacher manual. (NTS 1a, 2c, 2f and 3d-3g). 2.3 Discuss at least two essential questions that will guide the lesson activities in Weeks 21 and 22 (NTS 1a, 2c, 2e, 2f and 3d-3g).	
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	E.g. a) Art and Design Foundation – (Week 21): - What are the characteristics of pigment colour and colour of the spectrum? - How would the distinction between pigment colour and colour of the spectrum influence the choice of tools and techniques used in creating art and design works? - How would learners distinguish between, and record pigment colours and the colours of the spectrum used in creating designs? (Week 22): - Distinguish between conventional and non-conventional media and techniques for creative expression through drawing. - What approach can learners use to distinguish between conventional and non-conventional media and techniques for creative expression through drawing? - How would learners use conventional and non-conventional	E.g. a) Art and Design Foundation – (Week 21): What are the characteristics of pigment colour and colour of the spectrum? (Week 22): Distinguish between conventional and non-conventional media and techniques for creative expression through drawing.	
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	materials, modern and industrial approaches as well as modern and digital media to create compositions of objects in the environment? b) Art and Design Studio – (Week 21): - What approaches can be used to introduce learners to general safety measures in creating art and design works? - How will the knowledge of safety measures particularly on protective and decorative processes enhance the skills of the learners? - What approaches can learners use to show how safety measures in protective and decorative processes can be used in the performance of art and design projects? etc. (Week 22): - What is the importance of an artist statement to the practice of the artist? - How will the knowledge of the structure and content of an artist statement help learners to showcase	b) Art and Design Studio – (Week 21): What approaches can be used to introduce learners to general safety measures in creating art and design works? etc. (Week 22): What is the importance of an artist statement to the practice of the artist? etc.	
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	their works to the public? iii. What approach can learners use to develop a comprehensive artist statement for an intended exhibition of art and design works? etc. c) Physical Education and Health - Core (Week 21): i. How will learners be able to choose a sustainable recreational based career for their future prospects? ii. Why should learners consider choosing a recreational based career in physical education and sport based? iii. What competencies do learners need aside from content in physical education and sports in order to survive in the sports industry? etc. (Week 22): i. What activities can I plan on to introduce learners to career Pathways in Media based Physical Education and Sports? ii. How can I help to research for interested career Pathways in Media	c) Physical Education and Health - Core (Week 21): How will learners be able to choose a sustainable recreational based career for their future prospects? etc. (Week 22): What activities can I plan on to introduce learners to career Pathways in Media based Physical Education and Sports? etc.	
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	based Physical Education and Sports iii. How can I use Career Pathways in Media based Physical Education and Sports to empower learners to see physical education as a subject for diversifying future careers? etc.		
	d) Physical Education and Health – Elective (Week 21) i. What resources can I use to help learners understand the concept of sports coaching? ii. What pedagogical strategies can I put in place to guide learners to understand coaching as science and an art? iii. How will I ensure that learners practically understand the characteristics of a good coach? etc.	d) Physical Education and Health - Elective (Week 21): What resources can I use to help learners understand the concept of sports coaching? etc.	
	(Week 22): i. How can I assist learners to apply the principles of sports coaching? ii. What strategy can be put in place to help learners understand the role of the coach? iii. What resources do I need to guide learners	(Week 22): How can I assist learners to apply the principles of sports coaching? etc.	

	to connect the concept of planning your practice? e) Performing Arts – (Week 21): i. In what ways do performers use their bodies, voices, or instruments to create artistic expressions, and how do these choices shape the audience's experience and interpretation of a performance? ii. What techniques, such as character development, plot structure, or symbolism, are used to convey deeper meanings and themes in a performance, and how can audiences interpret these techniques? iii. In what ways do artistic expressions in performing arts reflect the cultural and historical contexts from which they originate, and how can these expressions serve as cultural markers and historical records? etc. (Week 22): i. In what ways do performers use their skills, techniques, and creativity to enhance the aesthetic aspects of a performance, and	e) Performing Arts – (Week 21): In what ways do performers use their bodies, voices, or instruments to create artistic expressions, and how do these choices shape the audience's experience and interpretation of a performance? etc. Week 22): In what ways do performers use their skills, techniques, and creativity to enhance the aesthetic aspects of a	
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	how do these choices shape the audience's aesthetic engagement and interpretation? ii. How does the narrative structure, themes, and symbolism of a performance contribute to its aesthetic qualities, and what techniques are used to convey deeper meanings and emotions in the aesthetic experience? iii. How do artists incorporate indigenous knowledge, traditions, and heritage into their aesthetic choices, and what is the significance of cultural authenticity in the aesthetics of these performances? etc.	performance, and how do these choices shape the audience's aesthetic engagement and interpretation? etc.	
	2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 21 and 22 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation – (Week 21): i. Task - Analyse the characteristics of pigment colour and colour of the spectrum. - Record the difference between pigment colours and the	2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 21 and 22 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation – (Week 21): i. Task Analyse the characteristics of pigment colour and colour of the spectrum, etc.	

	colours of the spectrum and how they are applied in the creation of packaging for selected products. ● Use available tools and techniques as well as pigment colours, and spectrum colours, to generate artistic ideas to create art and design works to suit social and emotional demands, etc. ii. Pedagogical Exemplars ● Allow learners in groups to examine the basic characteristics and distinguish between pigment colour and colour of the spectrum by using objects, videos, photographs, drawings, as well as environmental observations. ● Learners work individually as they use available tools and materials/resources to develop a manual/digital chart, scrapbook, videos, etc to show the distinction between pigment colours and colours of the spectrum and how they have been applied in the creation of packaging by analysing at least five (5) selected products.	ii. Pedagogical Exemplars Allow learners in groups to examine the basic characteristics and distinguish between pigment colour and colour of the spectrum by using objects, videos, photographs, drawings, as well as environmental observations, etc.	
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	- Task learners to use available manual and digital tools and techniques as well as pigment colours, and spectrum colours, to generate artistic ideas to create 2-D and 3-D art and design works to suit social and emotional demands, etc. iii. Key Assessment - Present written, oral, and video responses to explain the basic characteristics and distinguish between pigment colour and colour of the spectrum. - Use pictorial/written and /or oral/videos/responses as evidence to show the distinction between pigment colours and colours of the spectrum and how they have been applied in the creation of packaging by analysing at least four (4) selected products. - Exhibit works and do an oral, written or video presentation on how they used available manual and digital tools and techniques as well as pigment colours, and spectrum colours, to generate artistic ideas to create 2-D and 3-D		
		iii. Key Assessment Present written, oral, and video responses to explain the basic characteristics and distinguish between pigment colour and colour of the spectrum.	

	art and design works to suit social and emotional demands, etc. (Week 22): i. Task ● Use contour drawings to analyse and record the basic forms of selected objects in the environment. ● Use drawing to distinguish between conventional and non-conventional media and techniques for creative expression. ● Create and display compositions of objects in the environment using conventional and non-conventional materials, modern and industrial approaches as well as modern and digital media, etc. ii. Pedagogical Exemplars ● Task learners individually/in groups to do a contour drawing of at least five (5) objects in the environment. Encourage them to use resources such as real objects, videos, photographs, drawings, as well as environmental observations. ● Allow learners to work individually to	(Week 22): i. Task Use contour drawings to analyse and record the basic forms of selected objects in the environment, etc. ii. Pedagogical Exemplars Task learners individually/in groups to do a contour drawing of at least five (5) objects in the environment. Encourage them to use resources such as real objects, videos, photographs, drawings, as well as environmental observations, etc.	
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	experiment with drawing at least six (6) different objects using different techniques and tools as a means of distinguishing between conventional and non-conventional media and techniques for creative expression. ● Task learners work individually to use conventional and non-conventional materials, modern and industrial approaches as well as modern and digital media to create and display compositions of objects in the environment, etc. iii. Key Assessment ● Produce at least four (4) contour drawings of objects in the environment as evidence of the study of the basic forms of selected objects in the environment. ● Produce at least four (4) drawings of different objects created using different techniques and tools as evidence of ability to distinguish between conventional and non-conventional media and techniques for creative expression.		
		iii. Key Assessment Produce at least four (4) contour drawings of objects in the environment as evidence of the study of the basic forms of selected objects in the environment.	

	- Exhibit works produced and do an oral, written or video presentation on how conventional and non-conventional materials, modern and industrial approaches as well as modern and digital media were used to create compositions of objects in the environment, etc. b) Art and Design Studio - (Week 21): i. Task - Examining safety measures in performing art and design studio tasks. - Examining the importance of safety measures related to protective and decorative processes. - Using varied approaches to show how safety measures in protective and decorative processes can be used in the performance of art and design projects, etc. ii. Pedagogical Exemplars - Allow learners in groups to discuss and share individual experiences about safety measures in creating art and design works with an emphasis on	b) Art and Design Studio - (Week 21): i. Task Examining safety measures in performing art and design studio tasks, etc. ii. Pedagogical Exemplars Allow learners in groups to discuss and share individual experiences about safety measures in creating art and design works with an emphasis on	
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	protective and decorative processes by using objects, videos, photographs, and drawings. • Learners in groups discuss the importance of safety measures related to protective and decorative processes using resources such as photographs, drawings, videos, etc • Task learners work individually to use available manual and digital tools and techniques to generate a manual/digital presentation, to show how safety measures in protective and decorative processes have been used by at least six (6) artists and also in their previous project, etc. iii. Key Assessment • Learners can present written, oral, and video responses to explain safety measures in creating art and design works in relation to protective and decorative processes. • Accept pictorial/written and /or oral/videos/responses as evidence to show the importance of	protective and decorative processes by using objects, videos, photographs, and drawings, etc. iii. Key Assessment Learners can present written, oral, and video responses to explain safety measures in creating art and design works in relation to protective and decorative processes, etc.	
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	safety measures related to protective and decorative processes. ● Accept manual/digital pictorial and oral presentations of examples from at least four (4) artists and learners' own experiences as evidence of how safety measures in protective and decorative processes have been used in the performing of art and design studio tasks, etc. (Week 22): i. Task ● Discussing the importance of artist statements to the practice of selected local and international artists. ● Examining the structure and content of an artist statement. ● Developing a comprehensive artist statement that reflects a portfolio for an intended exhibition of art and design works, etc. ii. Pedagogical Exemplars ● Task learners to work individually/in groups using sample artist statements of at least five (5) local and international artists to	(Week 22): i. Task Discussing the importance of artist statements to the practice of selected local and international artists, etc. ii. Pedagogical Exemplars Task learners to work individually/in groups using sample artist statements of at least five (5) local and international artists	
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	discuss the importance of the artist statement to the display and practice of the selected artists. Encourage them to use resources such as books and the Internet as well as visit the studios of the artists (where available). ● Allow learners individually/in groups to examine the structure and content of an artist statement of at least five (5) local and international artists paying attention to the steps used in writing each of them. ● Task learners to work individually/in groups to use available manual/digital resources to develop a dummy artist statement that reflects their portfolio for an intended exhibition of art and design works, etc. iii. Key Assessment ● Learners can present written, oral, and video responses to explain the importance of the artist statement to the display and practice of at least	to discuss the importance of the artist statement to the display and practice of the selected artists. Encourage them to use resources such as books and the Internet as well as visit the studios of the artists (where available), etc. iii. Key Assessment Learners can present written, oral, and video responses to explain the importance of the artist statement to the display and practice of at least four (4) local and	
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	four (4) local and international artists. ● Accept written, oral, and video responses that explain the structure and content and outline the steps used in writing an artist statement. ● Allow learners to present a digital/manual dummy artist statement meant for an intended exhibition of art and design works and do a presentation on how they used knowledge of the structure, content and the steps used in writing an artist statement to develop it, etc. c) Physical Education and Health - Core (Week 21): i. Task ● Choosing a recreational based career in physical education and sports. ● Competencies in recreational based careers in the sports industry. ● Additional recreational based career in physical education and sports, etc. ii. Pedagogical Exemplars ● Discussing in groups, how to choose a	international artists, etc. c) Physical Education and Health – Core (Week 21): i. Task Choosing a recreational based career in physical education and sports, etc. ii. Pedagogical Exemplars Discussing in groups, how to choose a	
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	recreational based career in physical education and sports to promote collaborative learning. ● In groups, search for competencies in a recreational based career sports industry using activity-based learning. ● In groups, analyse a recreational based career in physical education and sports using collaborative learning, etc. iii. Key Assessment ● Accept three responses choosing a recreational based career in physical education and sports. ● Accept three responses on recreational competencies based competencies physical education and sports. ● Accept three responses on analysis of recreational based career in physical education, etc. (Week 22): i. Task ● Choosing career pathways in media based physical	recreational based career in physical education and sports to promote collaborative learning, etc. iii. Key Assessment Accept three responses choosing a recreational based career in physical education and sports, etc. (Week 22): i. Task Choosing career pathways in media based physical	
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	education and sports. • Competencies in media based physical education and sports • Relationship between media, physical education and Sports, etc. ii. Pedagogical Exemplars • In groups, discuss choosing career pathways in media based physical education and sports using collaborative learning. • In groups, discuss competencies in media based physical education and sports using collaborative learning. • In groups, discuss the relationship between media, physical education and Sports using collaborative learning, etc. iii. Key Assessment • Accept three responses on the relationship between media, physical education and Sports. • Accept three responses on competencies in media based	education and sports, etc. ii. Pedagogical Exemplars In groups, discuss choosing career pathways in media based physical education and sports using collaborative learning, etc. iii. Key Assessment Accept three responses on the relationship between media, physical education and Sports, etc.	
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	physical education and sports. ● Accept three responses on the relationship between media, physical education and Sports. d) Physical Education and Health - Elective (Week 21): i. Task ● Concept of sports coaching ● Coaching as science and an art ● Characteristics of a good coach, etc. ii. Pedagogical Exemplars ● In groups discuss the concept of sports coaching ● In groups explain coaching as science and an art using think pair share ● In groups analyse the characteristics of a good coach, etc. iii. Key Assessment ● Accept oral responses on concept of sports coaching ● Accept three explanations on coaching as science and as an art ● Accept written responses on the characteristics of a good coach, etc.	d) Physical Education and Health - Elective (Week 21): i. Task Concept of sports coaching, etc. ii. Pedagogical Exemplars In groups discuss the concept of sports coaching, etc. iii. Key Assessment Accept oral responses on the concept of sports coaching, etc.	
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	(Week 22): i. Task ● Application of sports coaching ● The role of the coach ● Planning your practice, etc. ii. Pedagogical Exemplars ● In groups discuss how to apply the concept of sports coaching ● In groups analyse the role of the coach ● In groups demonstrate the concept of planning your practice, etc. iii. Key Assessment ● Accept oral responses from learners on how to apply the concept of sports coaching ● Accept written responses from learners on the role of the coach ● Accept responses in oral, written or video forms on the concept of planning your practice, etc. e) Performing Arts – (Week 21): i. Task ● Providing resources and examples from various performing arts genres, including theatre, dance, music, and	(Week 22): i. Task Application of sports coaching, etc. ii. Pedagogical Exemplars In groups discuss how to apply the concept of sports coaching, etc. iii. Key Assessment Accept oral responses from learners on how to apply the concept of sports coaching, etc. e) Performing Arts – (Week 21): i. Task Providing resources and examples from various performing arts genres, including theatre, dance, music, and visual	
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	visual arts, allowing learners to explore and analyse the artistic expressions in the genres that interest them the most. ● Offering a variety of resource formats, including written materials, video performances, audio recordings, and visual artworks, to cater to different learning preferences and styles. ● Including materials that provide context for the performances being analysed, helping learners understand the cultural and historical significance of the arts, etc. ii. Pedagogical Exemplars ● Allowing learners to choose specific artistic elements (e.g., choreography, music, set design, or acting) to focus on during their analysis, catering to their interests and strengths. ● Encouraging group discussions where learners collaborate in analysing and evaluating the artistic expressions, fostering teamwork	arts, allowing learners to explore and analyse the artistic expressions in the genres that interest them the most, etc. ii. Pedagogical Exemplars Allowing learners to choose specific artistic elements (e.g., choreography, music, set design, or acting) to focus on during their analysis, catering to their interests and strengths, etc.	
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	and shared expertise. ● Providing opportunities for learners to pursue independent projects that focus on a specific artistic expression element of interest, allowing for in-depth exploration, etc. iii. Key Assessment ● Assigning written essays where students analyse and evaluate the artistic expressions and their impact on the overall performance, catering to those who excel in written expression. ● Permitting learners to create visual presentations, posters, or multimedia slideshows to showcase their findings, engaging those who are visually and creatively inclined. ● Allowing learners to demonstrate their understanding of artistic expressions through live or recorded performances, showcasing their interpretations and analyses.	iii. Key Assessment Assigning written essays where students analyse and evaluate the artistic expressions and their impact on the overall performance, catering to those who excel in written expression, etc.	
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	(Week 22): i. Task ● Providing resources and examples from various performing arts genres, such as theatre, dance, music, and visual arts, allowing learners to explore and analyse aesthetics in the genres that interest them the most. ● Offering a variety of resource formats, including written materials, video performances, audio recordings, and visual artworks, to cater to different learning preferences and styles. ● Including materials that provide context for the performances being analysed, and helping learners understand the cultural and historical significance of the arts, etc. ii. Pedagogical Exemplars ● Allowing learners to choose specific aesthetic elements (e.g., visual design, sound, movement, or narrative themes) to focus on during their evaluation, catering to their	(Week 22): i. Task Providing resources and examples from various performing arts genres, such as theatre, dance, music, and visual arts, allowing learners to explore and analyse aesthetics in the genres that interest them the most, etc. ii. Pedagogical Exemplars Allowing learners to choose specific aesthetic elements (e.g., visual design, sound, movement, or narrative themes) to focus on during their evaluation, catering	
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	interests and strengths. ● Offering research tasks that match individual learning needs, such as providing guided research for learners who require additional support in identifying and analysing aesthetics. ● Encouraging group discussions where students collaborate in analysing and evaluating the aesthetics, fostering teamwork and shared expertise, etc. iii. Key Assessment ● Permitting learners to create visual presentations, posters, or multimedia slideshows to showcase their findings and interpretations, engaging those who are visually and creatively inclined. ● Allowing learners to demonstrate their understanding of aesthetics through live or recorded performances, showcasing their interpretations and analyses in a tangible way.	to their interests and strengths, etc. iii. Key Assessment Permitting learners to create visual presentations, posters, or multimedia slideshows to showcase their findings and interpretations, engaging those who are visually and creatively inclined, etc.	
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	• Making learners maintain portfolios that include reflective journals, self-assessments, and their analyses of multiple performances, promoting self-assessment and metacognition, etc.		
	2.5 Ask teachers in their subject groups or as individuals to complete learning planners for Weeks 21 and 22. Teachers should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning planner to cater for all learners (NTS 3a, 3e-3g and 3k)	2.5 In your subject groups or individually, complete learning planners for Weeks 21 and 22. It should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning planner to cater for all learners (NTS 3a, 3e-3g and 3k).	
3. Peer-review of learning plans. • Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to exchange one of their learning plans with colleagues in the same department (where applicable) and peer review the content (such as essential questions, key notes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan (NTS 1a, 1b and 1e-1g). Note: Areas for vital review: a) Alignment between teacher manual and learning plans.	3.1 Exchange one of your learning plans with colleagues in the same department (where applicable) and peer review the content (such as essential questions, key notes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan (NTS 1a, 1b and 1e-1g). Note: Areas for vital review: a) Alignment between teacher manual and learning plans.	10 mins

	b) Innovativeness of pedagogical choices c) Incorporation of GESI, SEL, national values and 21st century skills d) Differentiated instruction and assessment e) Appropriateness of crafted essential questions, etc. 3.2 Ask teachers to implement the recommendations made by a peer reviewer to their learning plans as appropriate (NTS 1b).	b) Innovativeness of pedagogical choices c) Incorporation of GESI, SEL, national values and 21st century skills d) Differentiated instruction and assessment e) Appropriateness of crafted essential questions, etc. 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1b).	
4. Reflection on the session: ● Reflecting on what has been learned in the session. ● Advance preparation towards next PLC session	4.1 Ask teachers to share their views and experiences about the session (NTS 1a). 4.2 Encourage teachers who did not complete their learning plans during the session to complete them (NTS 3I). 4.3 Remind teachers to read the contents of Weeks 23 and 24 of the teacher manual ahead of time and the DPLC Handbook Session 13 in preparation for the next session and bring along their DPLC Handbook and teacher manual (NTS 1a, 1b).	4.1 Share your views and experiences about the session (NTS 1a). 4.2 Complete your learning plans which were not completed during the session (NTS 3I). 4.3 Remember to read the contents of Weeks 23 and 24 of the teacher manual ahead of time and the DPLC Handbook Session 13 in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a, 1b).	10 mins

DPLC Session 13: Developing learning plans for weeks 23 and 24

The sections below provide the frame for what is to be done in the session.	Guidance notes on Leading the DPLC Session. What the DPLC Coordinator will have to say during each stage of the session	Guidance Notes on Teacher Activity during the DPLC Session. What teachers will do during each stage of the session	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Start the session by asking teachers to share two things they implemented based on the DPLC Session 12, developing learning plans for Weeks 21 and 22, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learned in DPLC Session 12, developing learning plans for Weeks 21 and 22, supported learning (NTS 1a-1c).	1.1 Share two things you implemented based on DPLC Session 12, developing learning plans for Weeks 21 and 22, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, discuss why you think what a colleague did through the application of lessons learned in DPLC Session 12, developing learning plans for Weeks 21 and 22, supported learning (NTS 1a-1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning	2.1 Ask a teacher to read aloud the Purpose, Learning Outcomes (LOs), and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist teachers in the Art department in utilising the teacher manual to create learning plans for lessons during Weeks 23 and 24. Art department teachers will focus on	2.1 Read the Purpose, Learning Outcomes (LOs), and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist teachers in the Art department in utilising the teacher manual to create learning plans for lessons during Weeks 23 and 24. Art department teachers will focus on	60 mins

planners to be completed per session)	developing learning plans for the following lessons: a) Art and Design Foundation: i. Compose appropriate tonal values and hues for forms in the drawing ii. Compose appropriate tonal values and hues for forms in the drawing. b) Art and Design Studio: i. Generate a manual and digital portfolio as evidence of art and design practice. ii. Use appropriate strategies to mount art and design exhibitions. c) Physical Education and Health - Core: i. Benefits of Studying Physical Education and Health as a Career. d) Physical Education and Health - Elective: i. Discuss the concept and principles of coaching and officiating of throw events. ii. Put into use the concepts and principles of coaching and officiating in the performance of throw events.	developing learning plans for the following lessons: a) Art and Design Foundation: i. Compose appropriate tonal values and hues for forms in the drawing ii. Compose appropriate tonal values and hues for forms in the drawing. b) Art and Design Studio: i. Generate a manual and digital portfolio as evidence of art and design practice. ii. Use appropriate strategies to mount art and design exhibitions. c) Physical Education and Health - Core: i. Benefits of Studying Physical Education and Health as a Career. d) Physical Education and Health - Elective: i. Discuss the concept and principles of coaching and officiating of throw events. ii. Put into use the concepts and principles of coaching and officiating in the performance of throw events.	
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	e) Performing Arts: - Identify and connect performing artworks to life experience. - Communicate and connect your own and others' life experiences to new perspectives and new realisations. LO 1: Develop subject-specific learning plans for teaching Weeks 23 and 24 lessons using the teacher manual, considering GESI, ICT, SEL, National values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss the important aspects in Weeks 23 and 24 Art Department lessons in the teacher manual including content standards, LOs, LIs, key concepts, GESI, pedagogical exemplars and assessment strategies of the learning planner template. LI 1.2 Complete the learning planner templates for Weeks 23 and 24 Art Department lessons taking into consideration cross-cutting issues, GESI responsive resources, pedagogical exemplars and assessment strategies proposed in the teacher manual. LO 2: Review the learning plans for Weeks 23 and 24 of the subject-based Art	e) Performing Arts: - Identify and connect performing artworks to life experience. - Communicate and connect your own and others' life experiences to new perspectives and new realisations. LO 1: Develop subject-specific learning plans for teaching Weeks 23 and 24 lessons using the teacher manual, considering GESI, ICT, SEL, National values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss the important aspects in Weeks 23 and 24 Art Department lessons in the teacher manual including content standards, LOs, LIs, key concepts, GESI, pedagogical exemplars and assessment strategies of the learning planner template. LI 1.2 Complete the learning planner templates for Weeks 23 and 24 Art Department lessons taking into consideration cross-cutting issues, GESI responsive resources, pedagogical exemplars and assessment strategies proposed in the teacher manual. LO 2: Review the learning plans for Weeks 23 and 24 of the subject-based Art	
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	Department lessons (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, key notes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 23 and 24 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 23 and 24 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 Ask teachers to refer to their teacher manual and read silently the content standards, LOs, LIs and pedagogical exemplars for their subjects in Weeks 23 and 24. (NTS 1a, 2c, 2f and 3d-3g). 2.3 Ask teachers to discuss at least two essential questions that will guide the lesson activities for Weeks 23 and 24 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation – (Week 23): i. What is the importance of tonal values and hues in the generation of	Department lessons (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, key notes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 23 and 24 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 23 and 24 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 Ask teachers to refer to their teacher manual and read silently the content standards, LOs, LIs and pedagogical exemplars for their subjects in Weeks 23 and 24. (NTS 1a, 2c, 2f and 3d-3g). 2.3 Discuss at least two essential questions that will guide the lesson activities in Weeks 23 and 24 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) Art and Design Foundation – (Week 23): What is the importance of tonal values and hues in the generation of concepts for 2-D and	
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	concepts for 2-D and 3-D art and design works? ii. How would learners identify and record hues and tonal values in man-made and natural objects in their environment? iii. What approaches can learners adopt to create forms of objects in the immediate environment in drawing using appropriate tonal values and hues? etc. (Week 24): i. What appropriate methods can learners use to generate the 24-scale tonal value for the primary and secondary colours of pigment and colours of the spectrum? ii. How do artists use appropriate hues and tonal values to create a composition of objects in the immediate environment iii. How would the knowledge and understanding of appropriate hues and tonal values help them to create a composition of objects in the immediate environment for	3-D art and design works? (Week 24): What appropriate methods can learners use to generate the 24-scale tonal value for the primary and secondary colours of pigment and colours of the spectrum?	
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	appreciation and criticism? etc. b) Art and Design Studio - (Week 23): i. What is the importance of manual/digital portfolios to the practice of the artist? ii. How will the knowledge of manual/digital portfolios' structure and content help learners showcase their works to the public? iii. What approach can learners use to develop a comprehensive manual/digital portfolio of art and design works? etc. (Week 24): i. How can exhibition help the interaction of audience and art and design works as well as improve the practice of the artist? ii. What are the different types of exhibitions as well as appropriate strategies that can be used to exhibit art and design works? iii. How will the exhibition of art and design works that reflect issues in society help learners interact and sensitise	b) Art and Design Studio - (Week 23): i. What is the importance of manual / digital portfolios to the practice of the artist? etc. . (Week 24): How can exhibition help the interaction of audience and art and design works as well as improve the practice of the artist? etc.	
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	the people in their community about identifiable problems? etc. c) Physical Education and Health - Core (Week 23): i. What benefits are associated with a chosen career for learners to appreciate? ii. What should learners do to derive these benefits? iii. How would benefits associated with a chosen career affect learners' lives positively? etc. d) Physical Education and Health - Elective (Week 23): i. How can I assist learners to grasp the principles of coaching throws? ii. What pedagogical skills can I adopt to guide learners to understand forms of communication? iii. What resources do I need to ensure that learners appreciate the skills of effective communication in coaching? etc. (Week 24): i. What resources do I need to introduce learners to the	c) Physical Education and Health - Core (Week 23): What benefits are associated with a chosen career for learners to appreciate? etc d) Physical Education and Health - Elective (Week 23): How can I assist learners to grasp the principles of coaching throws? etc. (Week 24): What resources do I need to introduce learners to the	
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	concept of coaching javelin? ii. What strategies can I put in place to ensure that learners understand the technical characteristics of coaching? iii. How do I introduce the general rules for throwing events to learners? etc. e) Performing Arts – (Week 23): i. In what ways do performing arts performances mirror or challenge societal norms and values? ii. How do performing artworks capture cultural and societal elements, traditions, and contemporary issues, and how does this cultural relevance allow us to connect to the broader human experience? iii. What are the benefits of integrating personal reflections and discussions of real-life experiences into the study and appreciation of performing arts, and how can this approach foster a deeper and more meaningful engagement with the arts? etc.	concept of coaching javelin? etc. e) Performing Arts – (Week 23): In what ways do performing arts performances mirror or challenge societal norms and values? etc.	
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	(Week 24): - What are the benefits of actively listening to and learning from the experiences and stories of people from diverse backgrounds, and how can this process lead to a more inclusive and compassionate worldview? - What are effective methods for communicating your own life experiences and the lessons you've learned to others, and how can this communication inspire others to reflect on their own experiences and growth? - In what ways can connecting life experiences to new perspectives and realisations lead to personal transformation and positive change in one's life, relationships, and community? etc. 2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 23 and 24 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. - Art and Design Foundation (Week 23): - Task - Examine the importance of tonal	(Week 24): What are the benefits of actively listening to and learning from the experiences and stories of people from diverse backgrounds, and how can this process lead to a more inclusive and compassionate worldview? etc. 2.4 Discuss at least two key notes on differentiation for Weeks 23 and 24 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. - Art and Design Foundation – (Week 23): - Task - Examine the importance of tonal values and hues in the	
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	values and hues in the generating of concepts for 2-D and 3-D art and design works. ● Identify and record hues and tonal values in man-made and natural objects in their environment. ● Analyse how appropriate tonal values and hues can be used to create forms of objects in the immediate environment in drawing, etc. ii. Pedagogical Exemplars ● Allow learners in groups to examine the importance of tonal values and hues in the generating of concepts for 2-D and 3-D art and design works by using objects, videos, photographs, drawings, as well as environmental observations. ● Learners work individually to develop a manual/digital scrapbook, inventory, videos, photographs, drawings, paintings, etc of hues and tonal values in man-	generating of concepts for 2-D and 3-D art and design works, etc. .ii. Pedagogical Exemplars Allow learners in groups to examine the importance of tonal values and hues in the generating of concepts for 2-D and 3-D art and design works by using objects, videos, etc.	
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	made and natural objects in their environment. ● Task learners work individually to examine how appropriate tonal values and hues can be used to create forms of objects in the immediate environment in the drawing by using digital and manual images of works of some renowned local and international artists, etc. iii. Key Assessment ● Present pictorial, written and oral, and video responses to explain the importance of tonal values and hues in the generating of concepts for 2-D and 3-D art and design works. ● Create manual/digital scrapbooks, inventory, videos, photographs, drawings, paintings, etc as evidence of the study of hues and tonal values in man-made and natural objects in the environment. Learners should also be encouraged to talk about how they	iii. Key Assessment Present of tonal values and hues in the generating of concepts for 2-D and 3-D art and design works.	
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	went about their work. ● Present pictorial, written and oral, and video responses to explain how appropriate tonal values and hues can be used to create forms of objects in the immediate environment in the drawing, etc. (Week 24): i. Task ● Use appropriate digital/manual methods and materials to generate the 24-scale tonal value for the primary and secondary colours of pigment and colours of the spectrum ● Examine how selected artists used appropriate hues and tonal values to create a composition of objects in the immediate environment and making copies of some of their works. ● Use the relevant manual/digital tools and materials as well as appropriate hues and tonal values to create a composition of objects in the	(Week 24): i. Task Use appropriate digital/manual methods and materials to generate the 24-scale tonal value for the primary and secondary colours of pigment and colours of the spectrum, etc.	
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	immediate environment for appreciation and criticism? etc. ii. Pedagogical Exemplars ● Task learners, working as individuals/groups to use appropriate digital/manual materials and methods to generate the 24-scale tonal value for the primary and secondary colours of pigment and colours of the spectrum. ● Task Learners, working individually to examine the art and design works of at least three (3) local and international artists to see how they have used appropriate hues and tonal values to create a composition of objects in the immediate environment. They should also be encouraged to make a copy of any one of their works. ● Task learners, working individually to use the relevant manual/digital tools and materials as well as appropriate hues and tonal values to create a composition of objects in the	ii. Pedagogical Exemplars Task learners, working as individuals/groups to use appropriate digital/manual materials and methods to generate the 24-scale tonal value for the primary and secondary colours of pigment and colours of the spectrum, etc.	
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	immediate environment for appreciation and criticism, etc. iii. Key Assessment ● Produce a digital/manual 24-scale tonal value for the primary and secondary colours of pigment and colours of the spectrum. Encourage them to talk about how they went about their work. ● Present pictorial, written and oral, and video responses to explain how at least a local or international artist has used appropriate hues and tonal values to create a composition of objects in the immediate environment. They are also to exhibit the copy they made and talk about how they went about their work. ● Talk about the composition of objects in the immediate environment they created using the relevant manual/digital tools and materials, and appropriate hues and tonal values, etc.	iii. Key Assessment Learners can present a digital/manual 24-scale tonal value for the primary and secondary colours of pigment and colours of the spectrum. Encourage them to talk about how they went about their work, etc.	
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	b) Art and Design Studio - (Week 23): i. Task ● Discuss the importance of manual/digital portfolios to the practice of selected local and international artists. ● Examine the structure and content of manual/digital portfolios. ● Develop a comprehensive manual/digital portfolio that reflects a portfolio of art and design works, etc. ii. Pedagogical Exemplars ● Task learners to work individually/in groups using sample manual/digital portfolios of at least five (5) local and international artists to discuss the importance of the manual/digital portfolios to the display and practice of the selected artists. Encourage them to use resources such as journals, videos and the Internet as well as visit the studios of the artists (where available). ● Allow learners individually/in groups to examine the	b) Art and Design Studio - (Week 23): i. Task Discuss the importance of manual/digital portfolios to the practice of selected local and international artists, etc. ii. Pedagogical Exemplars Task learners to work individually/in groups using sample manual/digital portfolios of at least five (5) local and international artists to discuss the importance of the manual/digital portfolios to the display and practice of the selected artists. Encourage them to use resources such as journals, videos and the Internet as well as visit the studios of the artists (where available), etc.	
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	structure and content of manual/digital portfolios of at least five (5) local and international artists paying attention to the steps used in generating each of them. ● Task learners to work individually/in groups to use available manual/digital resources to generate a manual/digital portfolio of their own art and design works and prepare a presentation of the steps used in generating the portfolio, etc. iii. Key Assessment ● Present written, oral, and video responses to explain the importance of the manual/digital portfolios to the display and practice of at least four (4) local and international artists. ● Produce written, oral, and video responses that explain the structure and content and outline the steps in generating a manual/digital portfolio. ● Design a manual/digital portfolio of personal art and design works	iii. Key Assessment Present written, oral, and video responses to explain the importance of the manual/digital portfolios to the display and practice of at least four (4) local and international artists.	
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	and do a presentation on how they used knowledge of the structure, content and steps used in generating a manual/digital portfolio to develop it, etc. (Week 24): i. Task ● Discuss the importance of exhibition to the practice of selected local and international artists. ● Examine the different types of exhibitions and the appropriate strategies that can be used to exhibit art and design works. ● Use images from portfolios and actual art and design works that reflect issues in society to mount an exhibition, etc. ii. Pedagogical Exemplars ● Task learners to work individually/in groups to use appropriate resources, (manual/digital) to document the exhibition of at least five (5) local and international artists. Learners should also use the information gathered to discuss the importance of the exhibition to the	(Week 24): i. Task Discuss the importance of exhibition to the practice of selected local and international artists, etc. ii. Pedagogical Exemplars Task learners to work individually/in groups to use appropriate resources, (manual/digital) to document the exhibition of at least five (5) local and international artists. Learners should also use the information gathered to discuss the importance of the exhibition to the	
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	practice of the selected artists. Encourage them to use resources such as photographs, videos, and the Internet as well as visit the studios of the artists (where available). ● Allow learners in groups to discuss the types of exhibitions and appropriate strategies that can be used to exhibit 2-D and 3-D art and design works by examining the exhibition of at least five (5) local and international artists paying attention to the type of exhibition and strategies used to exhibit their art and design works. ● Task learners to work individually/in groups to mount a digital/manual exhibition using images from their portfolios and actual art and design works that reflect issues in society. Encourage them to pay attention to the types of exhibitions and strategies used to exhibit art and design works, etc. iii. Key Assessment Learners can present:	practice of the selected artists. Encourage them to use resources such as photographs, videos, and the Internet as well as visit the studios of the artists (where available), etc. iii. Key Assessment Learners can present:	
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	• Digital / manual (photographs, videos etc) documentation of the exhibition of at least four (4) local and international artists. • Written, oral, and video responses to explain the importance of exhibition to the practice of at least three (3) local and international artists. • Accept digital/manual (pictorial, written, and video) responses that outline the types of exhibitions and appropriate strategies that can be used to exhibit 2-D and 3-D art and design works. This should be in relation to the works of some of the local and international artist learners studied. c) Physical Education and Health - Core (Week 23): i. Task • Benefits are associated with a chosen career. • How to derive career benefits • How career benefits affect lives, etc. ii. Pedagogical Exemplars • In groups, discuss benefits associated with a chosen career	Digital / manual (photographs, videos etc) documentation of the exhibition of at least four (4) local and international artists, etc. c) Physical Education and Health - Core (Week 23): i. Task Benefits are associated with a chosen career, etc. ii. Pedagogical Exemplars In groups, discuss benefits associated with a chosen career using	
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	using collaborative learning. ● In groups, discuss how to derive career benefits using role play. ● In groups, discuss how career benefits affect lives using collaborative learning, etc. iii. Key Assessment ● Accept three responses on benefits associated with a chosen career. ● Accept three responses on how to derive career benefits. ● Accept three responses on how career benefits affect lives, etc. d) Physical Education and Health - Elective (Week 23): i. Task ● Principles of coaching throws ● Forms of communication ● Skills of effective communication in coaching, etc. ii. Pedagogical Exemplars ● In groups learners discuss the principles of coaching throws ● In groups analyse the forms of communication	collaborative learning, etc. iii. Key Assessment Accept three responses on benefits associated with a chosen career, etc. d) Physical Education and Health – Elective (Week 23): i. Task Principles of coaching throws, etc. ii. Pedagogical Exemplars In groups learners discuss the principles of coaching throws, etc.	
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	● In groups learners demonstrate the skills of effective communication in coaching, etc. iii. Key Assessment ● Accept oral explanation on the principles of coaching throws ● Accept written or oral responses on forms of communication ● Accept role play on the skills of effective communication in coaching, etc. (Week 24): i. Task ● Coaching on the phases of javelin throw ● Coaching on the phases of shot put ● Coaching on the phases of discus throw, etc. ii. Pedagogical Exemplars ● Groups demonstration of coaching of javelin ● In groups analyse the technical characteristic of coaching ● In groups discuss the general rules for throwing events, etc. iii. Key Assessment ● Accept a role play in coaching of javelin	iii. Key Assessment Accept oral explanation on the principles of coaching throws, etc. (Week 24): i. Task Coaching on the phases of javelin throw, etc. ii. Pedagogical Exemplars Group demonstration of coaching of javelin, etc. iii. Key Assessment Accept a role play in coaching javelin, etc.	
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	● Accept oral or written responses on technical characteristics of coaching ● Accept three responses on the general rules for throwing events, etc. e) Performing Arts – (Week 23): i. Task ● Including performing artworks from diverse cultures, reflecting a range of life experiences, and helping students connect with global perspectives. ● Allowing learners to choose artworks from their preferred genres and offer additional resources for exploration based on their choices. ● Allowing learners to choose topics or life experiences that resonate with them, ensuring that they connect with the content on a personal level, etc. ii. Pedagogical Exemplars ● Allowing learners to work independently, in pairs, or small groups based on their preferred working style and collaborative skills.	e) Performing Arts – (Week 23): i. Task Including performing artworks from diverse cultures, reflecting a range of life experiences, and helping students connect with global perspectives, etc. ii. Pedagogical Exemplars Allowing learners to work independently, in pairs, or small groups based on their preferred working style and collaborative skills, etc.	
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	● Providing step-by-step guidance for analysing and connecting performing artworks to personal experiences, gradually increasing the complexity of tasks as learners become more comfortable. ● Offering structured prompts and questions to guide learners' reflections on how specific elements of performing artworks relate to their own life experiences, etc. iii. Key Assessment ● Allowing learners to choose how they demonstrate their understanding of the connection between performing artworks and their life experiences. Options may include essays, artistic creations (e.g., paintings, dance routines), presentations, or multimedia projects (e.g., videos or podcasts). ● Permitting learners to create digital presentations or multimedia projects where they can visually and orally express their	iii. Key Assessment Allowing learners to choose how they demonstrate their understanding of the connection between performing artworks and their life experiences. Options may include essays, artistic creations (e.g., paintings, dance routines), presentations, or multimedia projects (e.g., videos or podcasts), etc.	
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	connections between the performing artworks and their own lives. ● Encouraging learners to build portfolios that showcase their analysis of multiple performing artworks and their connections to personal experiences over time, etc. (Week 24): i. Task ● Providing a variety of texts, stories, or examples that represent diverse life experiences, including different cultures, backgrounds, and perspectives, allowing learners to connect with experiences that resonate with them. ● Offering a range of content formats, such as written materials, audio recordings, visual artworks, and video interviews, to cater to different learning preferences and styles. ● Including materials that provide historical and cultural context for the life experiences being explored, helping students understand the backgrounds of the individuals	(Week 24): i. Task Providing a variety of texts, stories, or examples that represent diverse life experiences, including different cultures, backgrounds, and perspectives, allowing learners to connect with experiences that resonate with them, etc.	
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	sharing their stories, etc. ii. Pedagogical Exemplars ● Encouraging learners to maintain personal reflection journals where they can record their own life experiences, insights, and connections to others' stories. ● Facilitating guided discussions in small groups where learners can share their life experiences, connect with each other, and learn from different perspectives. ● Using technology to create interactive sharing platforms or online communities where learners can communicate and connect their life experiences in various formats, such as text, audio, or visual, etc. iii. Key Assessment ● Assigning personal reflection essays where learners can communicate how their own life experiences have led to new perspectives and realisations, sharing their unique insights and growth. ● Allowing learners to express their	ii. Pedagogical Exemplars Encouraging learners to maintain personal reflection journals where they can record their own life experiences, insights, and connections to others' stories, etc. iii. Key Assessment Assigning personal reflection essays where learners can communicate how their own life experiences have led to new perspectives and realisations, sharing their unique insights and growth, etc.	
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	realisations and connections through creative projects, such as writing, visual art, music compositions, or performance pieces. ● Encouraging learners to create digital storytelling projects or multimedia presentations where they can incorporate their reflections, others' stories, and the connections they have made, etc.		
	2.5 Ask teachers in their subject groups or as individuals to complete learning planners for Weeks 23 and 24. Teachers should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning planner to cater for all learners (NTS 3a, 3e-3g and 3k).	2.5 In your subject groups or individually, complete learning planners for Weeks 23 and 24. It should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning planner to cater for all learners (NTS 3a, 3e-3g and 3k).	
3. Peer-review of learning planners. ● Reviewing planner to ensure alignment between course manual and learning	3.1 Ask teachers to exchange one of their learning plans with colleagues in the same department (where applicable) and peer review the content (such as essential questions, key notes on differentiation, teaching and learning activities, assessment, and	3.1 Ask teachers to exchange one of their learning plans with colleagues in the same department (where applicable) and peer review the content (such as essential questions, key notes on differentiation, teaching and learning activities, assessment, and	10 mins

planner based on the templates provided.	closure) of the learning plan (NTS 1a, 1b and 1e-1g). Note: Areas for vital review: a) Alignment between teacher manual and learning plans. b) Innovativeness of pedagogical choices c) Incorporation of GESI, SEL, national values and 21st century skills d) Differentiated instruction and assessment e) Appropriateness of crafted essential questions, etc. 3.2 Ask teachers to implement the recommendations made by a peer reviewer to their learning plans as appropriate (NTS 1b).	closure) of the learning plan (NTS 1a, 1b and 1e-1g). Note: Areas for vital review: a) Alignment between teacher manual and learning plans. b) Innovativeness of pedagogical choices c) Incorporation of GESI, SEL, national values and 21st century skills d) Differentiated instruction and assessment e) Appropriateness of crafted essential questions, etc. 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1b).	
4. Reflection on the session: ● Reflecting on what has been learned in the session. ● Advance preparation towards next PLC session	4.1 Ask teachers to share their views and experiences about the session (NTS 1a) 4.2 Encourage teachers who did not complete their learning plans during the session to complete them (NTS 3I). 4.3 Remind teachers to read the contents of the teacher manual ahead of time and the DPLC Handbook in preparation for the next session and bring along their DPLC Handbook and teacher manual (NTS 1a, 1b).	4.1 Share your views and experiences about the session (NTS 1a). 4.2 Complete your learning plans which were not completed during the session (NTS 3I). 4.3 Remember to read the contents of the teacher manual ahead of time and the DPLC Handbook in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a, 1b).	10 mins

Appendix 1: Art and Design Foundation

Learning Planner							
Subject	Art and Design Foundation	Week	1	Duration	120	Form	1
Strand	The Creative Journey (From Caves to 21st Century)	Sub-Strand	Art Across Time				
Content Standard	Demonstrate understanding of the history of African art and Culture in terms of materials, processes, and institutions from pre-colonial to 21st century.						
Learning Outcome(s)	Analyse indigenous Ghanaian artworks in terms of materials and methods, and their socio-cultural contexts for creative expression in art and design.						
Learning Indicator(s)	Record and Analyse the major indigenous Ghanaian Art periods and artworks in terms of materials, methods of fabrication, uses, and socio-cultural relevance.						
Essential Question(s)	i. How would the knowledge of the major indigenous Ghanaian Art periods help learners improve upon making art and design? ii. How can indigenous artworks be identified and recorded within the various art periods in Ghana? iii. What connections are there between Artworks from the major indigenous Ghanaian Art period and the development of Art history of Ghana?						
Pedagogical Strategies	Experiential Learning, Managing Talk for Learning, Problem-Based Learning						
Teaching & Learning Resources							
Key Notes on Differentiation							
i. Learning Task: Record the various indigenous Ghanaian art within the Precolonial (8th Century to 21st Century) era. Describe the general characteristics of indigenous artworks within the various art periods in Ghana. Examine the socio-cultural relevance of indigenous Ghanaian art forms in relation to timelines, contexts, tools and materials, and uses.							

ii. Pedagogy Experiential Learning - Put learners in groups and task them to research and record the various indigenous Ghanaian art within the Precolonial (8th Century to 21st Century) era. Provide them with drawings, photographs, illustrations, paintings, videos, and real objects, etc on indigenous Ghanaian art periods to be used as guide. Manage Talk for Learning - Working in groups, let learners analyse the general characteristics of indigenous artworks within the various art periods in Ghana by using resources such as photographs, videos and real objects. Problem-based Learning - Working in groups, task learners to categorise and examine the socio-cultural relevance of indigenous Ghanaian art forms in relation to timelines, contexts, tools materials, and uses by using resources such as photographs, drawings, videos and real objects, etc. iii. Key Assessment - Level 1: Discuss the steps in recording the research results on indigenous Ghanaian art and timelines. - Level 2: Draw a table to categorise the types and general characteristics of indigenous artworks within the various art periods in Ghana. Refer to the Teacher Manual. - Level 3: Discuss the socio-cultural relevance of indigenous Ghanaian art from the table generated in the table in Key Assessment 2.	
Keywords	Art, indigenous art, art works, landmarks/location, design techniques, timelines, myths and legends, fabrication, creativity etc.
Lesson 1: Major indigenous Ghanaian Art periods and artworks (in terms of materials, methods of fabrication, uses, and socio-cultural relevance).	
Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual	
Teacher Activity	Learner Activity
<u>Starter Activity (10 minutes)</u> Know the cultures: Let learners pick any number from 1 to 10 and memorise it. Show videos from folders numbered 1 to 10. Each folder has an African country showing aspects of their culture. After the short video let the learners mention their selected numbers in relation to the country in the numbered folder. Provide a hint on what the lesson might be based on the activity they have gone through.	
<u>Introductory Activity (15minutes)</u> i. Put learners in groups and ask them to share with the class what they know about any ethnic group in Ghana.	<u>Introductory Activity (15minutes)</u> i. In groups, learners share with the class what they know about any ethnic group in Ghana. .Let should respect each other,

Show to the class an ethnographic map of Ghana or a video on places in Ghana. ii. Ask learners to explain what they understand by the word art. Introduce the class to periods in Art – from precolonial to the 21st century. Activity 1 (40 minutes) i. Provide learners with drawings, photographs, illustrations, paintings, videos, or real objects, etc. on indigenous Ghanaian art periods. Activity 2 (40 minutes) i. Using videos and real objects or pictorial illustrations, explain to the class some of the characteristics of indigenous artworks within specific art periods in Ghana. ii. Explain to the class the steps involved in recording the research results on indigenous Ghanaian art and timelines.	knowing where they are associated with or hail from. ii. Learners explain what they understand by the word art and discuss it. Activity 1 (40 minutes) Learners examine drawings, photographs, illustrations, paintings, videos, or real objects, etc. on indigenous Ghanaian art periods. Activity 2 (40 minutes) i. Working in groups, learners analyse the general characteristics of indigenous artworks within the various art periods in Ghana by observing resources such as photographs, videos and real objects. ii. Learners put down notes on the general characteristics of the indigenous artworks within specific art periods in Ghana.
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
Level 1. State the steps in recording the research results on indigenous Ghanaian art and timelines.	
Lesson Closure In completing this part, refer to the Essential Questions to check that learning has taken place.	
Activity (15 minutes) - Mention the any three ethnic groups in Ghana and art works that are associated with them.. - Explain the term art and any two characteristics indigenous artworks within the various art periods in Ghana. - Offer opportunity to learners to ask questions for further clarification. - Wrap up the lesson by summarizing based on learners’ contributions and clarify all misconceptions of the meanings of art if any.	
Reflection & Remarks	
- Were the learners ready for the class? - Did the learners appreciate the resources and pedagogy used in the lesson delivery?	

Was the lesson more engaging and did the learners find any aspect of the less difficult to understand?	
Lesson 2: Contributions of the major indigenous Ghanaian Art periods and artworks to the Art history of Ghana	
Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual	
Teacher Activity	Learner Activity
<u>Starter Activity (10 minutes)</u> Learners watch a short video on the uses of artworks from different countries in the world. Let learners identify an artwork and state some of its features/characteristics	
<u>Introductory activity (25 minutes)</u> i. Put learners into mixed groups. ii. Explain the term socio-cultural relevance to the class by providing them with examples. <u>Activity 1 (25 minutes)</u> i. Encourage learners to ask questions based on the explanations provided. iii. Put learners in groups, then categorise and examine the socio-cultural relevance of selected indigenous Ghanaian art forms. This should be done in relation to timelines, contexts, tools materials, and uses by using resources such as photographs, drawings, videos and real objects, etc. <u>Activity 2 (50 minutes)</u> i. Put learners in groups, and ask them to draw tables with illustrations to explain categories of indigenous Ghanaian Art and their socio-cultural relevance. ii. Guide learners as they embark on the task given.	<u>Introductory activity (25 minutes)</u> i. Learners organize themselves into mixed groups. ii. Learners discuss among themselves the term socio-cultural relevance. <u>Activity 1(30 minutes)</u> i. Learners ask questions based on the explanations provided. iii. In groups, learners categorise and examine the socio-cultural relevance of selected indigenous Ghanaian art forms. This should be done in relation to timelines, contexts, tools materials, and uses by using resources such as photographs, drawings, videos and real objects, etc. <u>Activity 2 (50 minutes)</u> i. In groups, learners draw tables with illustrations to explain categories of indigenous Ghanaian Art and their socio-cultural relevance. They are permitted to use photographs or pictures. ii. Learners display completed works for discussion.
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
Level 3: Discuss the socio-cultural relevance of indigenous Ghanaian art from the table generated in the table in Key Assessment 2.	

Lesson Closure	
In completing this part, refer to the Essential Questions to check that learning has taken place.	
Activity (15 minutes) a) Mention the any two indigenous art works in Ghana and state its socio-cultural importance. b) Offer opportunity to learners to ask questions for further clarification. c) Wrap up the lesson by summarizing based on learners' contributions and clarify all misconceptions of the meanings of art if any.	
Reflection & Remarks	
• Were the learners ready for the class? • What were the challenges in the lesson delivery? • What should be done better in a similar lesson? • Was the lesson more engaging and did the learners enjoy the lesson?	

Appendix 2: Art and Design Studio

Learning Planner							
Subject	Art and Design Studio	Week	1	Duration	120	Form	1
Strand	Art and Design Theories and Application	Sub-Strand	Meanings, Scope and Role of Art And Design Studio				
Content Standard	Demonstrate understanding of the Scope and role of Art and Design Studios in the Ghanaian society.						
Learning Outcome(s)	Analyse the scope and role of Art and Design Studios in the Ghanaian society.						
Learning Indicator(s)	Document the components of Art and Design Studio; Sculpture, Painting, Graphic Design, Ceramics, Jewellery, Leatherwork, Pliable Arts (Basketry, Fibres and Fabrics).						
Essential Question(s)	i. What are some definitions and scope for Art and Design? ii. How can the knowledge of the scopes of Art and Design Studio with reference to Fine Arts and Applied Art help to generate concepts for the various categories of art? iii. How will the knowledge of the scope of Art and design help in the use of the right methods in creating their works?						
Pedagogical Strategies	Experiential Learning; Group/Collaborative Learning, Managing Talk for Learning, Problem-Based learning.						
Teaching & Learning Resources	Textbooks, web references, audiovisual resources, projector, LCD Screens, flip charts, TLRs on Art and Design studio practices , camera, charts, and illustrations, magazine, textbooks, web references, projector, computer, modelling, print making, carving, casting and assemblage tools, dyes, wax, plasticine, nylon chords, twine, fabrics, wire mesh, organdie, canvas, zinc plate, aluminum sheet, hand drills, copper wires, bolts and knots, rivets, eyelets, sand, plaster of ParisParis, white cement, cement fondu, clay, mahogany, ebony wood, ose, ose, LCD Screens, flip charts, TLRs on visual thinking, posters, flyers, buntings, paintings, sculpture, ceramics and pottery, graphics, textiles, jewelry, basketry, leather, drawings and illustrations, etc						
Key Notes on Differentiation							
i. Learning Task: - Brainstorm to generate the definition of art, etc. - Analyze the various components of Art and Design Studio with reference to Fine Arts and Applied Art. - Create an Infograph depicting the various components of Art and Design Studio.							
ii. Pedagogy							
Experiential Learning; Group/Collaborative Learning							

- Display varied artworks and allow learners in small groups to brainstorm and brainwrite to formulate their definition of Art for class discussion.
Manage Talk for Learning
- Put learners into mixed groups and allow each group to analyse and document the scopes of Art and Design Studio with reference to Fine Arts and Applied Art

Problem-based Learning

- Allow learners to work individually by using any applicable material, tools and method (digital/manual) to create a simple 2-D and 3-D art and design work. They should display the finished work for class discussion and critiquing.

iii. vKey Assessment

- Level 1: Outline through writing/orally your own definition of art.
- Level 3: Generate a manual/digital pictorial, drawing/illustration, video, written/oral reports of the various components of Art and Design Studio with reference to Fine Arts and Applied Art.
- Level 4: Create 2-D and 3-D art and design works and discuss the process used in creating them.

Keywords	Visual Art, performance art, fine arts, applied arts, indigenous art, computer-aided design, modelling, carving, assemblage, construction, Art materials, 2-Dimensional, 3-Dimensional, Art and Design Practice, Art and Design Object, etc.
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Lesson 1: Meaning of art

Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual

Teacher Activity	Learner Activity
Starter Activity (10 minutes) Video on art and design: Learners watch a short video on art and design from different countries in the world. Let learners observe the environment and places where the art and design objects are found and discuss based on teacher's narration during the video.	

<u>Introductory Activity (15minutes)</u> i. Display varied artworks and allow learners in small groups to brainstorm and brainwrite to formulate their definition of Art for class discussion. ii. Ask learners to formulate their definition of Art for class discussion <u>Activity 1 (40 minutes)</u> i. Put learners into mixed groups and explain to the class the scope of Art and Design Studio. ii. Allow each group to analyse and document the scopes of Art and Design Studio with reference to Fine Arts and Applied Art <u>Activity 2 (40 minutes)</u> i. Using videos and real objects or pictorial illustrations, explain to the class some of the artworks done within specific artforms.	<u>Introductory Activity (15minutes)</u> i. In groups, learners brainstorm and brainwrite to formulate their definition of Art for class discussion. They will focus their discussion on the display of artworks in the class. ii. Learners formulate their definition art and discuss it. <u>Activity 1 (40 minutes)</u> In groups, learners analyse and document the scopes of Art and Design Studio with reference to Fine Arts and Applied Art. <u>Activity 2 (40 minutes)</u> i. Working in groups, learners analyse the some of the artworks done within specific artforms by observing resources such as photographs, videos and real objects.
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
Level 1. Outline through writing/orally your own definition of art.	
Lesson Closure In completing this part, refer to the Essential Questions to check that learning has taken place.	
<u>Activity (15 minutes)</u> a) What is your definition of the term art? b) Explain the scope of Art and Design in the real world. c) Offer opportunity to learners to ask questions for further clarification. d) Wrap up the lesson by summarizing based on learners' contributions and clarify all misconceptions of the meanings of art if any.	
Reflection & Remarks	
• Was there adequate resources for the lesson? • Did the learners appreciate the resources and respond positively to the pedagogy used in the lesson delivery? • How engaging was the lesson and did the learners find any aspect of the less difficult to understand?	

Lesson 2: Methods of Production	
Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual	
Teacher Activity	Learner Activity
<u>Starter Activity (10 minutes)</u> Learners watch a short video on the any production chain/line in an industry within and outside Ghana. Let learners identify the product/products and state some of their uses.	
<u>Introductory activity (25 minutes)</u> i. Put learners into mixed groups. ii. Explain the term production and its relevance to the class by providing them with examples. <u>Activity 1 (25 minutes)</u> i. Encourage learners to ask questions based on the explanations provided. iii. Put learners in groups, let them identify factories, art galleries, and craft villages in Ghana. <u>Activity 2 (50 minutes)</u> i. Put learners in groups, and let them create 2-D and 3-D art and design works. ii. Guide learners to understand and discuss the processes used in creating them.	<u>Introductory activity (25 minutes)</u> i. Learners organize themselves into mixed groups. ii. Learners discuss among themselves the term production in relation to real activities and their relevance to society. <u>Activity 1(30 minutes)</u> i. Learners ask questions based on the explanations provided. iii. In groups, learners identify factories, art galleries, and craft villages in Ghana. <u>Activity 2 (50 minutes)</u> i. In groups, learners are guided to create 2-D and 3-D art and design works. ii. Learners are guided to discuss processes used in creating art works.
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
Level 3: Generate a manual/digital pictorial, drawing/illustration, video, written/oral reports of the various components of Art and Design Studio with reference to Fine Arts and Applied Art.	
Lesson Closure	
In completing this part, refer to the Essential Questions to check that learning has taken place.	
<u>Activity (15 minutes)</u> a) Learners display their works for appreciation. b) Offer opportunity to learners to ask questions for further clarification.	

- c) Wrap up the lesson by summarizing based on learners' contributions and clarify all misconceptions of the meanings of art if any.

Reflection & Remarks
• How successful was the introductory session of the class? • What were the challenges in the entire lesson delivery? • What should be done better in a similar lesson? • Was the lesson more engaging and were the learners excited during the lesson?

Teacher Lesson Observation Form

Name of School

Subject being observed

Class

☐ Year 1

☐ Year 2

☐ Year 3

Sex of the teacher

☐ Male

☐ Female

1. Is the purpose of the lesson clearly stated in the lesson plan and focused on learners achieving the lesson learning outcomes?

- ☐ Yes
☐ In Part
☐ No
☐ NA

b1. Please provide an explanation to your answer in Q1 above

2. Are the unique needs of female learners, male learners, and learners with special education needs adequately catered for in the lesson plan? For example, the choice of teaching methods and learning activities reflects/does not reflect the learning needs of all learners.

For example, the choice of teaching methods, and learning activities.

- ☐ Yes
☐ In Part
☐ No
☐ NA

2b. Please provide an explanation to your answer in Q2 above

3. Does the teacher manage behavior well, maintaining a positive and non-threatening learning environment throughout the lesson?

- ☐ Yes
☐ In Part
☐ No
☐ NA

3b. Please provide an explanation to your answer in Q3 above

4. Are appropriate teaching and learning materials and other resources (including ICT, books, desks) available, accessible and being used to support learning of all females, males and learners with special education needs?

- ☐ Yes
☐ In Part
☐ No
☐ NA

4b. Please provide an explanation to your answer in Q4 above

5. Are learners engaged on tasks that challenge them in line with the content standards?

Does the teacher take into consideration the uniqueness of learners?

- ☐ Yes
☐ In Part
☐ No
☐ NA

5b. Please provide an explanation to your answer in Q5 above

6. Is there evidence that students are learning?

- ☐ Yes
☐ In Part
☐ No
☐ NA

6b. Please provide an explanation to your answer in Q6 above

7. Is teaching differentiated to cater for the varied needs of all learners (i.e., male learners, female learners, learners with special education needs) and those with poor literacy and/ or numeracy proficiency?

- ☐ Yes
☐ In Part
☐ No
☐ NA

7b. Please provide an explanation to your answer in Q7 above

8. Does the teacher use real life examples which are familiar to learners to explain concepts?

- ☐ Yes
☐ In Part
☐ No
☐ NA

8b. Please provide an explanation to your answer in Q8 above

9. Does the teacher point out or question traditional gender roles when they come up during the lessons as appropriate?

- ☐ Yes
☐ In Part
☐ No
☐ NA

9b. Please provide an explanation to your answer in Q9 above

10. Does the lesson include appropriate interactive and creative approaches e.g., group work, role play, storytelling to support learners achieving the learning outcomes?

If yes, give examples of the issues and skills that have been so integrated.

- ☐ Yes
☐ In Part
☐ No
☐ NA

10b. Please provide an explanation to your answer in Q10 above

11. Have cross-cutting issues and /or 21st century skills been integrated into the lesson to support learners in achieving the learning outcomes e.g., problem-solving, critical thinking, communication? If yes, give examples of the issues and skills that have been so integrated.

- ☐ Yes
☐ In Part
☐ No
☐ NA

11b. If yes, give examples of the issues and skills that have been so integrated.

12. Does the teacher incorporate ICT into their practice to support learning?

- ☐ Yes
☐ In Part
☐ No
☐ NA

12b. Please provide an explanation to your answer in Q12 above

13. Does the teacher encourage all female male and male learners (including those who may be shy or afraid to speak) to ask questions, answer questions, participate in group work, etc. during the lesson?

- ☐ Yes
☐ In Part
☐ No
☐ NA

13b. Please provide an explanation to your answer in Q13 above

14. Is assessment evident in the lesson? If yes, does it include assessment as, for or of learning and go beyond recall?

If yes, did it include assessment of, for or as learning and go beyond recall?

- ☐ Yes
☐ In Part
☐ No
☐ NA

14b. Please provide an explanation to your answer in Q14 above

15. Do learners make use of feedback from teacher and peers?

- ☐ Yes
☐ In Part
☐ No
☐ NA

15b. Please provide an explanation to your answer in Q15 above

16. Does the teacher sum up the lesson and evaluate the lesson against the learning outcomes with the learners?

- ☐ Yes
☐ In Part
☐ No
☐ NA

16b. Please provide an explanation to your answer in Q16 above

17. Does the teachers' planning of lessons taught before the one observed show how they plan for learning over time, considering individual and group needs?

- ☐ Yes
☐ In Part
☐ No
☐ NA

17b. Please provide an explanation to your answer in Q17 above

18. Does the teacher pay attention to the composition of females and males during group work and assigns females leadership roles.

- ☐ Yes
☐ In Part
☐ No
☐ NA

18b. Please provide an explanation to your answer in Q18 above

19. Does the teacher provide constructive verbal feedback to both females and males and learners with special education needs?

- ☐ Yes
☐ In Part
☐ No
☐ NA

19b. Please provide an explanation to your answer in Q19 above

20. Does the teacher provide constructive written feedback to both females and males and learners with special education needs in their exercise book?

- ☐ Yes
☐ In Part
☐ No
☐ NA

20b. Please provide an explanation to your answer in Q20 above

21. Key strengths in the lesson

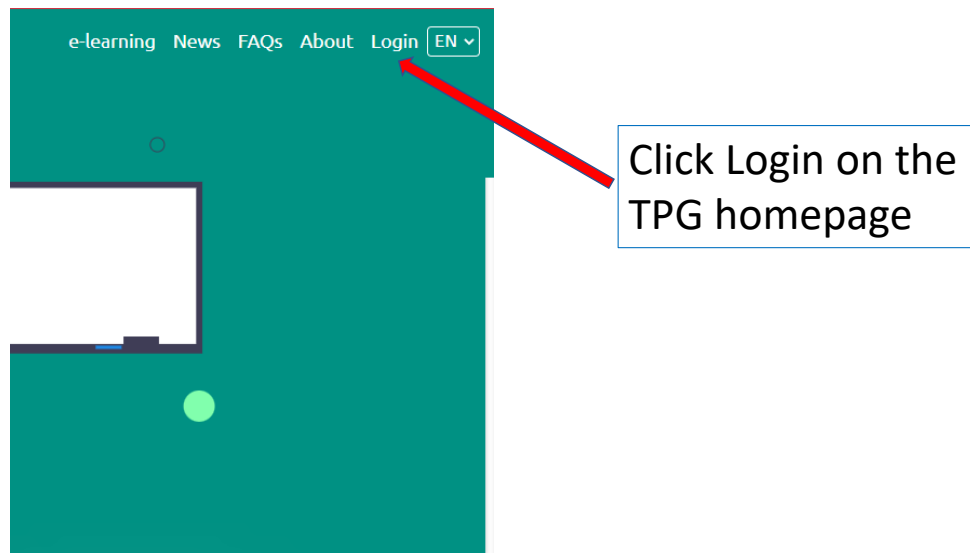
22. Areas for development

23. Next steps for teacher

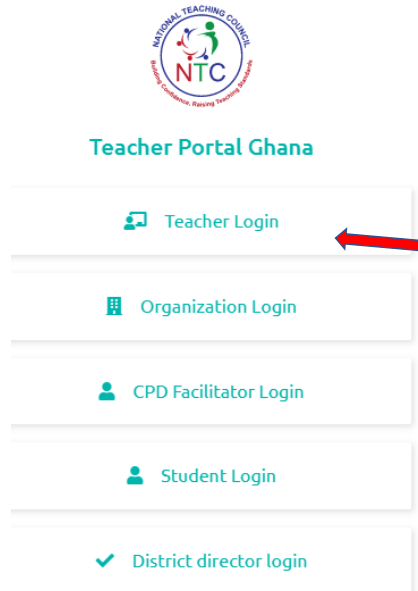
24. Additional Notes (on teacher's actions, the flow of activities, etc.)

HOW TO AWARD CPD POINTS TO DESERVING TEACHERS

1. Visit tpg.ntc.gov.gh and click Login



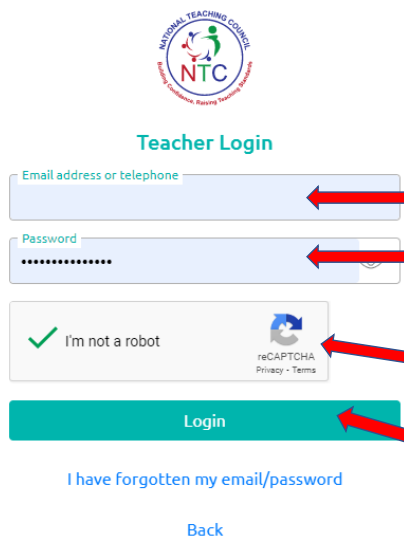
2. On the Login page, click Teacher Login



The image shows the 'Teacher Portal Ghana' login page. At the top is the NTC logo with the text 'NATIONAL TEACHING COUNCIL' and 'NTC' in the center. Below the logo is the title 'Teacher Portal Ghana'. There are five login options listed in a vertical stack: 'Teacher Login' (with a laptop icon), 'Organization Login' (with a building icon), 'CPD Facilitator Login' (with a person icon), 'Student Login' (with a person icon), and 'District director login' (with a checkmark icon). A red arrow points from a text box to the 'Teacher Login' button.

Click Teacher Login

3. On the Teacher Login page enter your email address and password and then click Login



The image shows the 'Teacher Login' page. At the top is the NTC logo. Below the logo is the title 'Teacher Login'. There are four input fields: 'Email address or telephone', 'Password', 'I'm not a robot' (with a checkmark icon), and a 'Login' button. A red arrow points from a text box to the 'Email address or telephone' field. Another red arrow points from a text box to the 'Password' field. A third red arrow points from a text box to the 'I'm not a robot' checkbox. A fourth red arrow points from a text box to the 'Login' button. Below the 'Login' button is a link 'I have forgotten my email/password' and a 'Back' link.

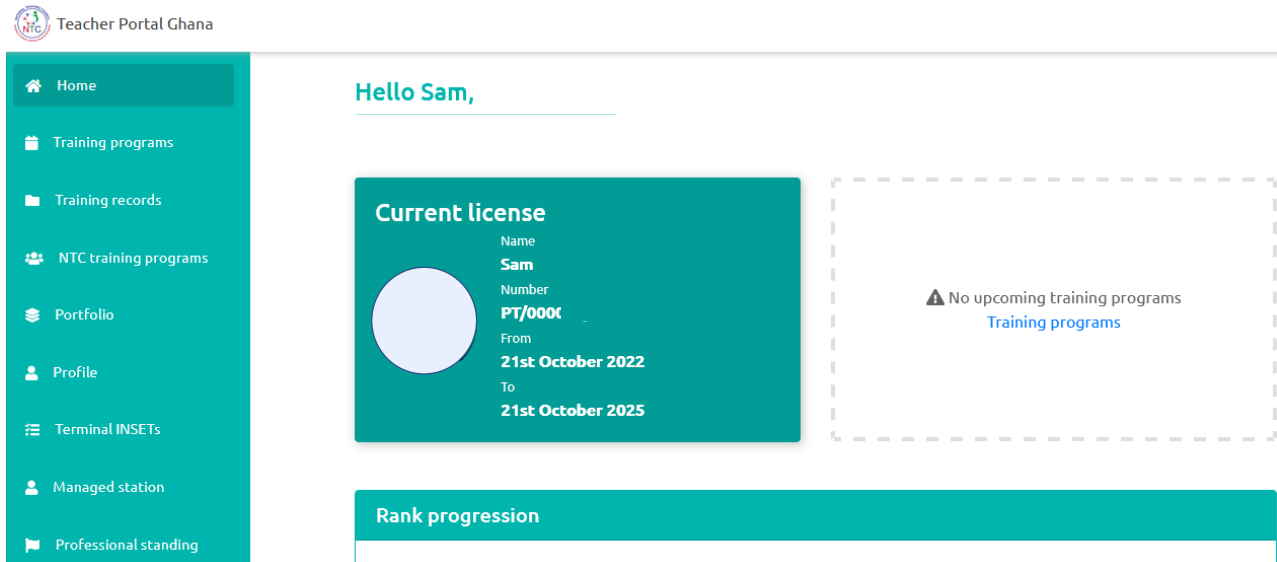
Enter your email address

Enter your password

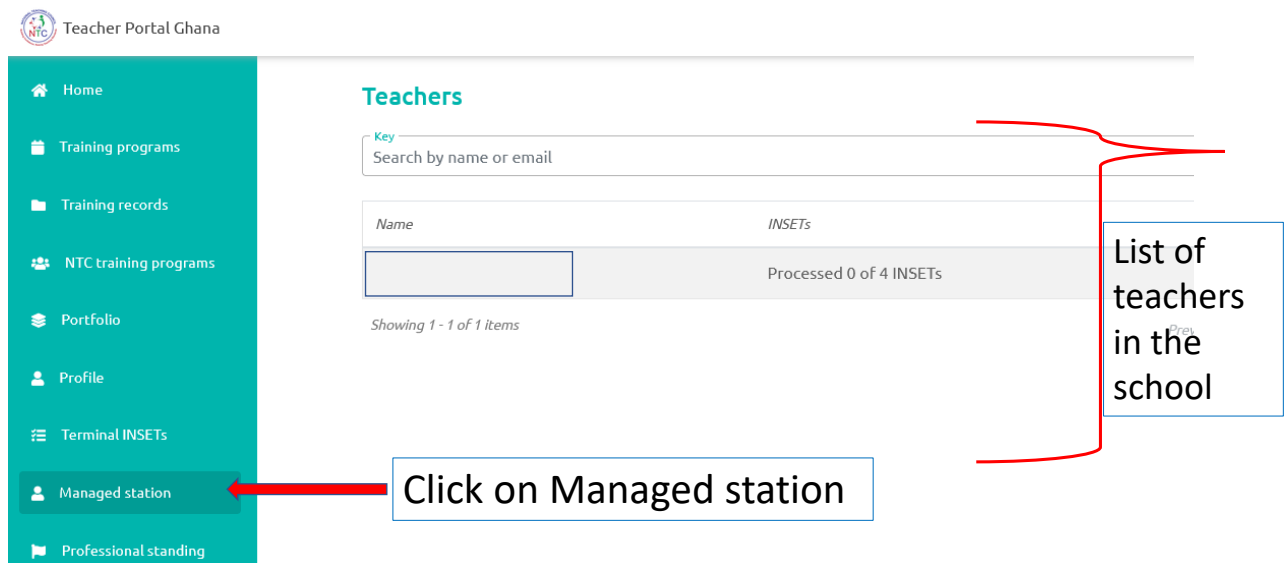
Check I'm not a robot

Click Login

4. After a successful login you will get access to your TPG account (Check image below)



5. To award CPD points, from the side menu tap on **Managed station** to display list of teachers



6. Click on the name of the teacher to display the page for awarding CPD points (Check image below)

Teachers /

Type	Year	Term	Processed	Processed by	Processed on	Credits	
School Based Inset (SBI)	2022/2023	1	No	---	---	---	...
Cluster Based Inset (CBI)	2022/2023	1	No	---	---	---	...
School Based Inset (SBI)	2022/2023	1	No	---	---	---	...
Department Based Inset (DBI)	2022/2023	1	No	---	---	---	...

7. Click on the 3 dots after the Credits column at the extreme right side to process (Check image below)

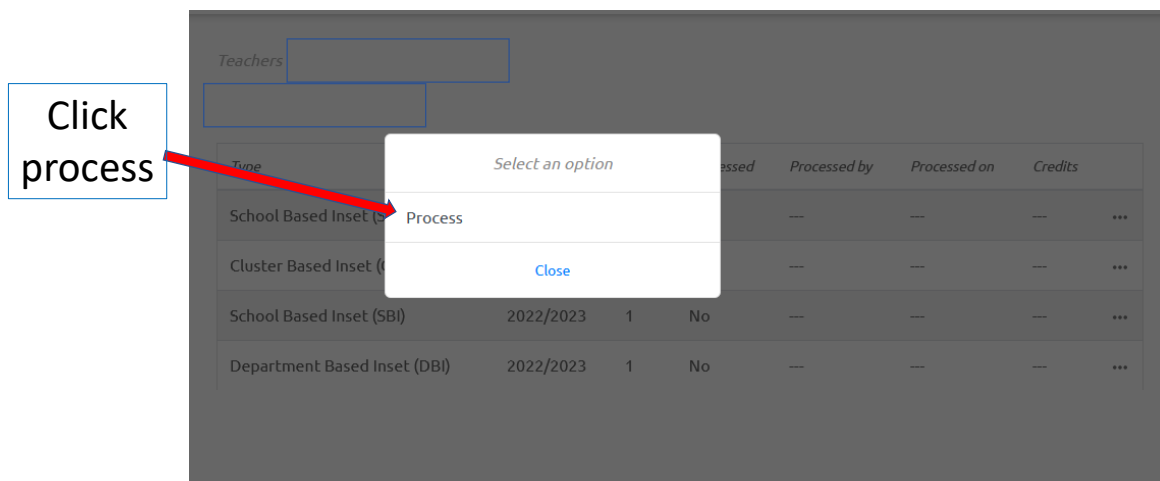
Teachers /

Click here to process

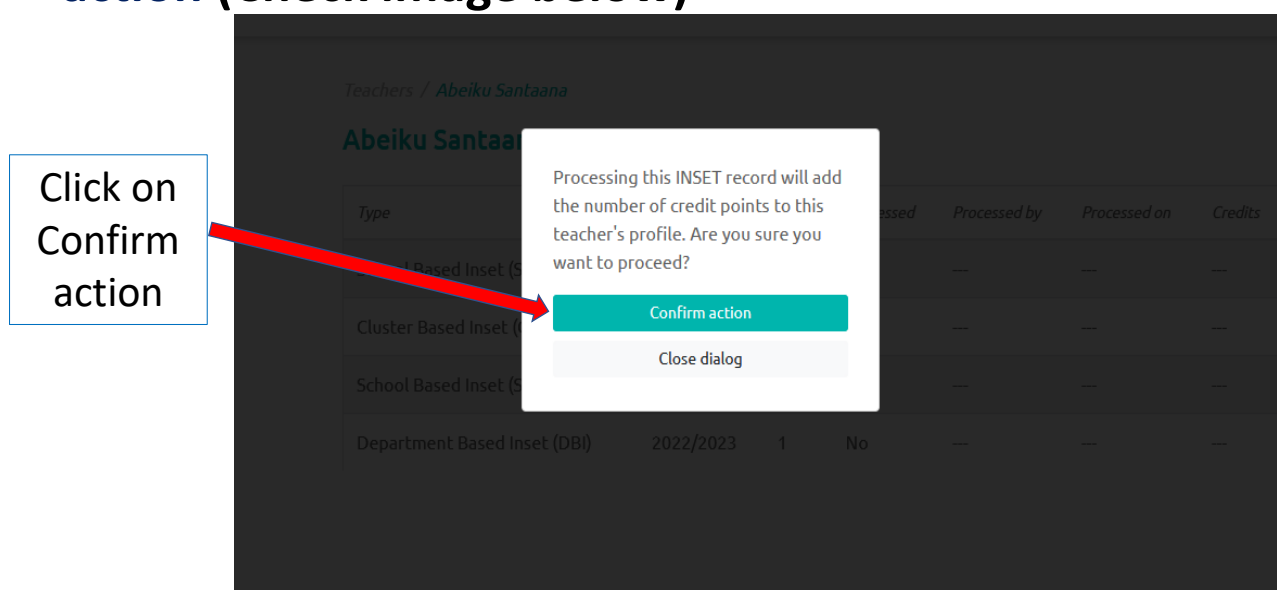
Type	Year	Term	Processed	Processed by	Processed on	Credits	
School Based Inset (SBI)	2022/2023	1	No	---	---	---	...
Cluster Based Inset (CBI)	2022/2023	1	No	---	---	---	...
School Based Inset (SBI)	2022/2023	1	No	---	---	---	...
Department Based Inset (DBI)	2022/2023	1	No	---	---	---	...

Note: You will repeat same actions for all the INSET/PLC types

8. On the new page that appears click on **Process** (Check image below)



8. On the new page that appears click on **Confirm action** (Check image below)



9. The points for the teacher will then be processed (Check image below)

Teachers /

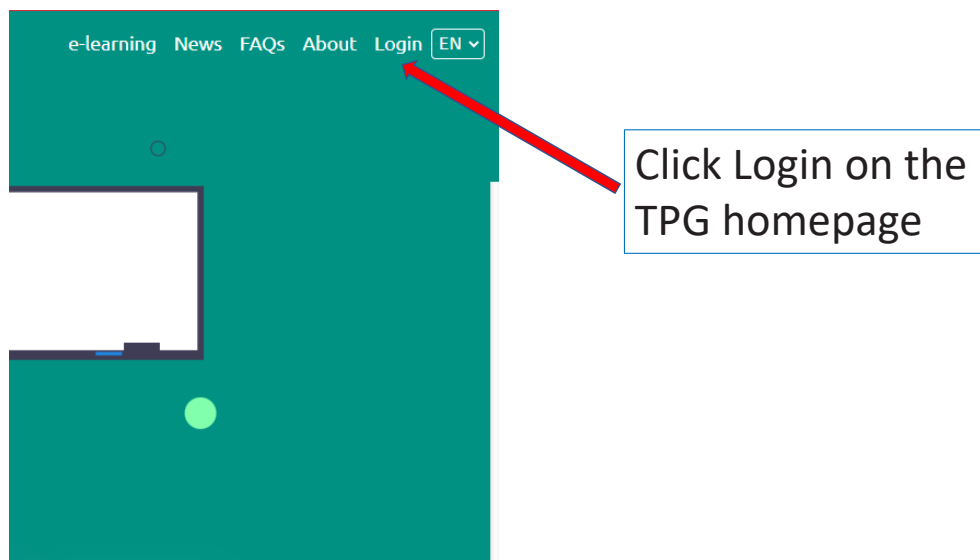
Points processed

Type	Year	Term	Processed	Processed by	Processed on	Credits	
School Based Inset (SBI)	2022/2023	1	Yes	(Teacher)	Saturday, 15th April, 2023	1	...
Cluster Based Inset (CBI)	2022/2023	1	Yes	(Teacher)	Saturday, 15th April, 2023	1	...
School Based Inset (SBI)	2022/2023	1	No	---	---	---	...
Department Based Inset (DBI)	2022/2023	1	No	---	---	---	...

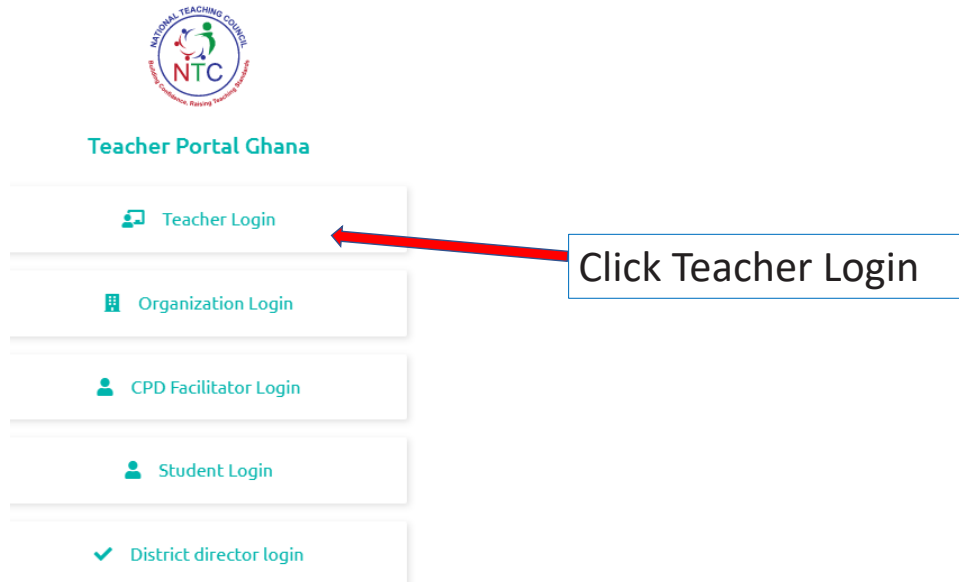
THANK YOU

HOW TO CHECK CPD POINTS AND TRAINING RECORDS ON TEACHER PORTAL GHANA

1. Visit tpg.ntc.gov.gh and click Login

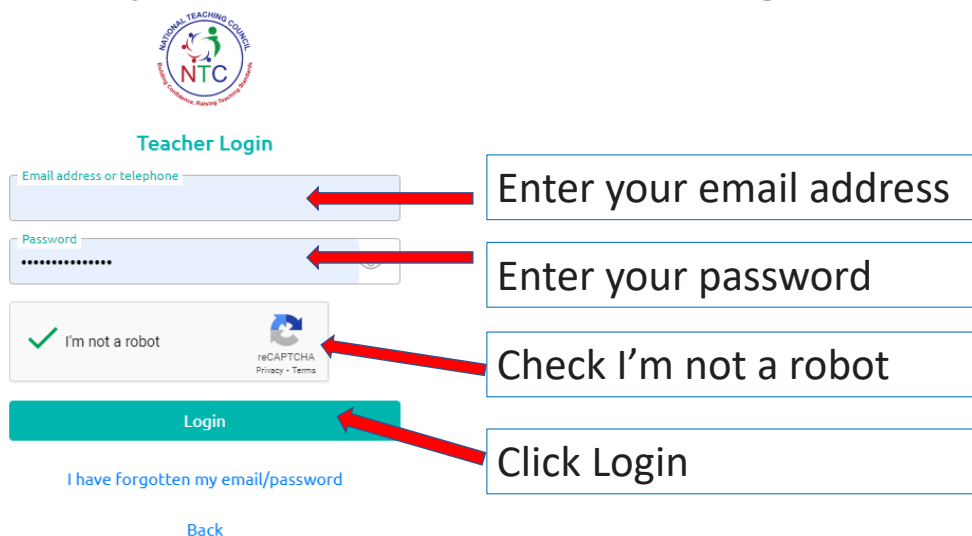


2. On the Login page, click Teacher Login



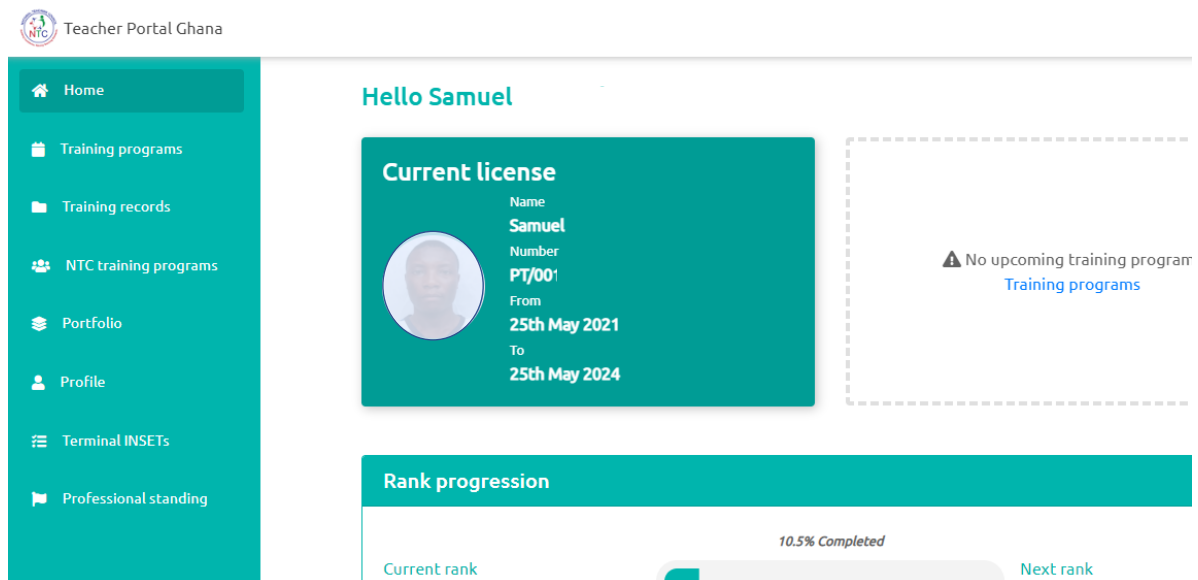
The image shows the 'Teacher Portal Ghana' login page. At the top is the NTC logo with the text 'NATIONAL TEACHING COUNCIL' and 'NTC' in the center. Below the logo is the title 'Teacher Portal Ghana'. There are five login options listed in a vertical stack: 'Teacher Login' (with a person icon), 'Organization Login' (with a building icon), 'CPD Facilitator Login' (with a person icon), 'Student Login' (with a person icon), and 'District director login' (with a checkmark icon). A red arrow points from a text box 'Click Teacher Login' to the 'Teacher Login' button.

3. On the Teacher Login page enter your email address and password and then click Login



The image shows the 'Teacher Login' page. At the top is the NTC logo. Below the logo is the title 'Teacher Login'. There are four input fields: 'Email address or telephone' (with a red arrow pointing to it from a text box 'Enter your email address'), 'Password' (with a red arrow pointing to it from a text box 'Enter your password'), and a reCAPTCHA box (with a red arrow pointing to it from a text box 'Check I'm not a robot'). Below the input fields is a green 'Login' button (with a red arrow pointing to it from a text box 'Click Login'). Below the 'Login' button is a link 'I have forgotten my email/password' and a link 'Back'.

4. After a successful login you will get access to your **TPG account** (Check image below)



5. To check CPD points, scroll down to **Rank progression**. You will see the CPD points progress bar and actual points accrued (Check image below)



6. To view training records, from the side menu tap on **Training records** (Check image below)

The screenshot shows the Teacher Portal Ghana interface. On the left is a teal side menu with options: Home, Training programs, Training records, NTC training programs, Portfolio, Profile, Terminal INSETs, and Professional standing. A red arrow points to 'Training records'. The main content area is titled 'Training records' with the subtitle 'Records for training programs registered and/or attended'. It shows 'Total points: 1.8988' and a list of three training programs:

Training Program	Status
Sensitization on Education Policies	⚠ Marked as absent
Differentiated Learning	✓ Processed Credits: 1.32
Advanced Mobile Learning with Multimedia (AMLM)	✓ Processed Credits: 0.5788

A red bracket on the right groups these programs under the label 'List of training programs'. A callout box at the bottom left of the side menu says 'Click to view training records'.

THANK YOU