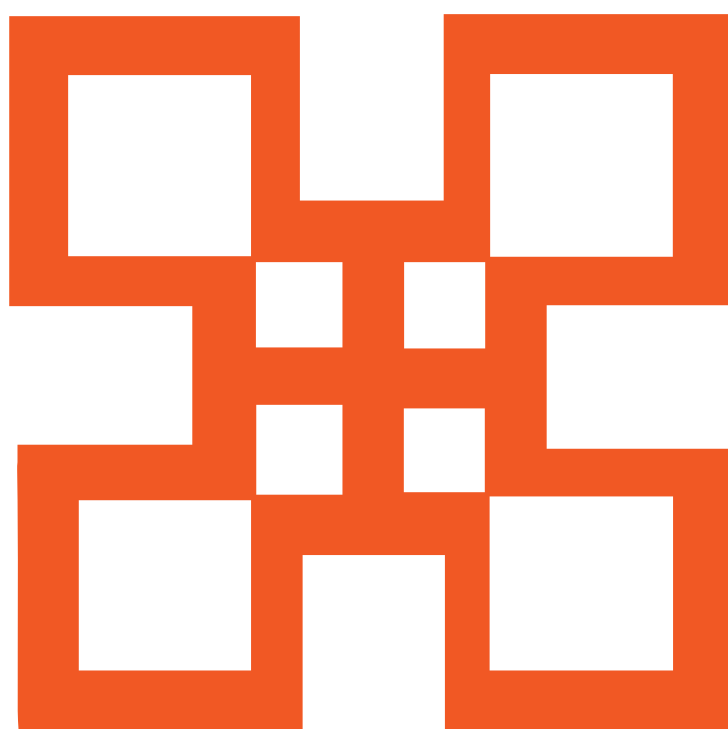


Departmental Professional Learning Community Handbook

ART

HANDBOOK FOR TEACHERS



Wisdom, Knowledge
and Prudence



Ghana Education
Service (GES)





GOVERNMENT OF GHANA



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foundation



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DEPARTMENTAL PROFESSIONAL LEARNING COMMUNITY HANDBOOK

ART

Teacher 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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The writing team was made up of the following members:

NaCCA Team	
Matthew Owusu	Nii Boye Tagoe
Reginald Quartey	Sharon Antwi-Baah
Thomas Kumah Osei	Ayuuba Sullivan Akudago
Godwin Mawunyo Kofi Senanu	Samuel Amankwa Ogyampo
Rebecca Abu Gariba	Samuel Owusu Ansah
Seth Nii Nartey	Julliet Owusu-Ansah
Francis Teye	Alice Kuromah
Kenneth Wontumi	Francis Agbalengyo
Uriah Kofi Otoo	Joachim Seyram
Dennis Adjasi	Abigail Birago Owusu

Subject	Writer	Institution
Mathematics	Dr. Nana Akosua Owusu-Ansah	University of Education Winneba
	Innocent Nunana Duncan	KNUST SHS
	Jemima Saah	Winneba SHS
	Benedicta Ama Yekua Etuafu	Ogyeedom SHS
	Edward Mills Dadson	University of Education Winneba
	Eric Abban	Mt Mary College of Education
Agriculture	Benedicta Foli	
	Williams Kofi Henner	Ogyeedom SHS
	Prof Fredrick Adzitey	University for Development Studies
	Alex Adu Frimpong	Benso SHTS
Applied Technology	Joseph Asomani	AAMUSTED
	Dr. Prosper Mensah	CSIR FORIG, Kumasi
	Philip Turkson	
	Esther Pokuah	Mampong Technical CoE
	Wisdom Dzidzienyo Adzraku	AAMUSTED, Kumasi
	Kunkyuuri Philip	KSHTS, Kumasi
	Isaac Buckman	Arm Forces SHS, Kumasi
	Henry Agmor Mensah	KASS
	Gabriel Boafo	Kwabeng Anglican Senior High Technical School
	Maxwell Eco Adixey	Akatsi College of Education

Languages	Dr. Mohammed Almu Mahaman	University for Development Studies, Tamale
	Ibrahim Osmanu	Mt. Mary College of Education
	Christiana Ampretwum	Ghana Institute of Languages
	Issahaku Al-Hassan	University of Education Winneba, Ajumako
	Blessington Dzah	Ziavi SHTS
	Catherine Ekua Mensah	University of Cape Coast
	Franklina Kabio -Danlebo	University of Ghana
	Mawufemor Kwame Agorgli	Akim Asafo SHS
Art	Dr. Jectey Nyarko Mantey	KNUST
	Seyram Kojo Adipah	GES
	Dr. Emmanuel Obed Acquah	University of Education Winneba
	Stephen Armoo	West Africa SHS
	Dr. Seibu Munkaila	University of Education Winneba
	Dr. Mary Ogum	University of Cape Coast
	Anthonia Afosah Kwaaso	Jukwa Senior High Technical School
	Desmond Ali Gasanga	Regional Education Directorate, GES, Greater Accra
	Kwame Opoku Bonsu	KNUST
	Maud Banini	Tema SHS
Science	Damoah Paul	Prempeh College
	Jo Ann Naa Dei Neequaye	Nyakrom SHTS, Swedru
	Bismark Tunu	Opoku Ware School
	Awumbire Patrick Nsobila	Bolga SHS
	Linus Libak	KNUST
	Sylvester Affram	Kwabeng Anglican SHS
	Frank Appoh	Regional Education Directorate, GES, Greater Accra
	Osei Amankwa Gyampo	Kumasi Wesley SHS
	Comfort Korkor Sam	UDS, Tamale
	Robert Arhin	SDA SHS, Akyem Sekyere
	Paul Michael Cudjoe	Prempeh College
	Victor King Ayanful	Ola College of Education
	Maxwell Bunu	Ada College of Education
English	Angela Aninakwa	West Africa SHS
	Esther Okaitsoe Armah	Mangoase SHS
	Benjamin Orrison Akrono	Islamic Girls' SHS, Suhum
	Kukuua Andoh Robertson	Achimota School
	Prof Charles Owu-Ewie	University of Education Winneba
	Sampson Dedey Baidoo	Benso SHTS

Business Studies	Dr. Emmanuel Caesar Ayamba	Bolgatanga Technical University
	Victoria Nimako	SDA SHS, Akyem Sekyere
	Ansbert Baba Avole	Bolga SHS
General Arts	Anslem Komla Abotsi	University of Education Winneba
	Peter Anti Partey	University of Cape Coast
	Charlotte Kpogli	Ho Technical University
	Benjamin Agyekum	Mangoase SHS
	Raymond Nsiah Asare	Methodist Girls' SHS
	Prince Essiaw	Enchi College of Education
	Dr. John Kusimi	University of Ghana
	Suzy Adwoa Appiah	Tamale SHS
	Dorcas Wab-Lumor	Labone SHS
	Nicholas Quarcoo	Kaneshie SHTS
	Abdul Razak Bawa Aransa	Uthmaniya SHS, Kumasi
	Dr. Richardson Addai-Mununkum	University for Education Winneba
	Clement Nsorwineh Atigah	Tamale SHS
	Prof Awaisu Braimah	University for Education Winneba
	Samuel Kofi Adu	Abeadze State College
	Getrude A. T. Omane	Krobo Girls' SHS
	Dr. Kwaku Addo-Kissiedu	University for Development Studies
Home Economics	Grace Annagmeng Mwini	Tumu College of Education
	Love Boateng	Juaso SHS
	Jusinta Kwakyewaa (Rev. Sr.)	St Francis SHTS
STEM	Dr. Griffth Selorm Klogo	KNUST
	Daniel Agbogbo	Kwabeng Anglican SHS
	Dr. Dorothy Yakoba Agyapong	KNUST
	Dr. Eric Worlawoe Gaba	Br. Tarcisius Prothetics & Orthotics Training College
	Sam Ferdinand	Afia Kobi SHS
	Dr. David Oppong	KNUST
	Benjamin A. Asaaga	KNUST
	Kofi Owura Amoabeng	KNUST
	Dr. Eliel Keelson	KNUST
	Isaac Nzoley	Wesley Girls' SHS
	Valentina Osei Himah	Atebubu College of Education
	Opoku Joel Mintah	Altair Unmanned Technologies
	Jennifer Fafa Adzraku	Université Libre des Bruxelles (ULB)

Assessment	Dr. Ruth Annan-Brew	University of Cape Coast
	Sundeme Benjamin	St. Ambrose College of Education
GES HQ	Faustina Graham	
	Naomi Agbeko	

T-TEL TEAM	
Professor Jonathan Fletcher	Key Advisor, Teaching & Learning Partnerships
Akwasi Addae-Boahene	Chief Technical Advisor
Professor Eric Anane	Key Advisor, Assessment
Patty E. Assan	GES Liaison Advisor
Alberta Djaaba Tackie	Curriculum Implementation, Teaching and Learning Coordinator
Beryl Opong-Agyei	National Secondary Education Coordinator
Wilhemina Appiah Gyamfi	Secondary Education Quality Assurance & Assessment Coordinator
Mabel Vivey	Communications & ICT Coordinator
Tinyep Moby	Communications, Youth Engagement & Inclusivity Coordinator
Peter Jayom Chammik	Regional Education Team Lead
Issahaku Abudulai	Regional Education Team Lead
James Adefrah	Regional Education Team Lead
Juliana Dinko	Regional Education Advisor
Nhyiraba Quartson	Curriculum Support Assistant
Joshua Amanor	Regional Support Assistant
Roger Kwamina Aikins	General Manager- Commercial & Human Resource

CONTENTS

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ART DPLC Session 1: Reviewing concepts and skills acquired in previous PLC sessions		
<i>The section below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session, and introducing the Departmental PLC Handbook	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. <i>Applying appropriate skills, knowledge, and strategies to prepare a weekly learning plan.</i> 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) 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	20mins

	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 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 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	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	30 mins

character values, GESI, SEL, ICT, 21st-century skills and differentiation	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 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 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). <i>E.g.</i> <i>GESI- Creating equal opportunities for all learners irrespective of their gender, cultural, religious, socio-economic background, etc.</i> 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). <i>E.g.</i>	
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	<i>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</i> 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. <i>Stopwatches for recording time learners use for practising an activity, etc.</i> 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. <i>Demonstration –performing tasks to connect known concepts to new learning, etc.</i>	
3. Modelling a teaching activity, promoting character values, GESI, SEL, ICT, 21st-century skills and differentiation	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 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 <i>introduction to SHS/ SHTS/ STEM Curriculum</i> in preparation for the next session.	10 mins

DPLC Session 2: Developing learning plans for Weeks 1 and 2		
<i>The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Share two things you implemented based on DPLC Session 1, <i>reviewing concepts and skills acquired in previous PLC sessions</i>, 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 completed per session)	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: a) <i>Art and Design Foundation,. - i <i>Major indigenous Ghanaian Art periods and artworks in terms of materials, methods of fabrication, uses, and socio-cultural relevance.</i> - ii <i>Contributions of the major indigenous Ghanaian Art periods and artworks to the Art history of Ghana.</i> </i> b) <i>Art and Design Studio:. - i <i>Components of Art and Design Studio: Sculpture, Painting, Graphic Design, Textiles, Ceramics, Jewellery, Leatherwork, Pliable Arts (Basketry, Fibres and Fabrics, etc.</i> - ii <i>The roles of the various components of Art and Design studio.</i> </i>	60 mins

	c) <i>Physical Education and Health - Core:</i> i <i>Introduction to Career Pathways in Physical Education and Health.</i> ii <i>Career pathways in Physical Education and Health</i> d) <i>Physical Education and Health - Elective:</i> i. <i>The concepts of health and wellness</i> ii. <i>Discussion of the various components of health and wellness</i> e) <i>Performing Arts:</i> i <i>Research and develop concepts for creating own dance, music and drama based on any emerging Ghanaian topical issue.</i> ii <i>Design your own dance, music, and/or drama within given parameters.</i> 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 activities, assessment, and closure) of the 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 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) <i>Art and Design Foundation - (Week 1):</i> <i>How would the knowledge of the major indigenous Ghanaian Art periods help learners improve upon making art and design? etc.</i> (Week 2): <i>In what ways are indigenous art and design works related to the Ghanaian art and design works made in modern times? etc.</i> b) <i>Art and Design Studio –</i> (Week 1): <i>What are some definitions and scope for Art and Design? etc.</i> (Week 2): <i>How important are the roles of the various components of Art and Design studio to the artists? etc.</i> c) <i>Physical Education and Health - Core</i> (Week 1): <i>In what ways can inclusivity be tailored to accommodate the diverse learning needs for all learners to benefit needs of all learners to benefit from the lesson. Etc</i> (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? etc</i>	
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	d) <i>Physical Education and Health - Elective</i> (Week 1): <i>i. What creative pedagogies employed would enhance the effective delivery of the lesson on the concept of health and wellness? etc</i> (Week 2): <i>What resources should be used to ensure active participation of learners in the lesson on components of health and wellness? etc.</i> e) <i>Performing Arts –</i> (Week 1): <i>How can the performing arts serve as a medium for bringing public attention to these emerging issues, and what impact can the arts have on social and political discourse in Ghana? etc.</i> (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? etc.</i> 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 <i>E.g.</i> a) <i>Art and Design Foundation –</i> (Week 1): <i>i Task</i> <i>Record the various indigenous Ghanaian art within the Precolonial (8th Century to 21st Century) era, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>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, etc.</i> <i>iii. Key Assessments</i> <i>Discuss the steps in recording the research results on indigenous Ghanaian art and timelines. Etc</i>	
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	<i>(Week 2):.</i> <i>i Task</i> <i>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</i> <i>ii. Pedagogical Exemplars</i> <i>In groups, let learners discuss the relationship between at least five (5) indigenous Ghanaian artworks done within the 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, etc.</i> <i>iii. Key Assessment</i> <i>Present at least four (4) examples in pictorial charts, videos, photographs, drawings, scrapbooks, written, 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, etc.</i> <i>b) Art and Design Studio –</i> <i>(Week 1):.</i> <i>i Task</i> <i>Brainstorm to generate the definition of art, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Display varied artworks and allow learners in small groups to brainstorm and brainwrite to formulate their definition of Art for class discussion. Etc</i> <i>iii. Key Assessment</i> <i>Outline through writing/orally your own definition of art. Etc</i> <i>(Week 2):.</i> <i>i Task</i> <i>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</i>	
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	<i>ii. Pedagogical Exemplars</i> 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 <i>iii. Key Assessment</i> Prepare photo-documentation, written or/oral responses on the roles of the various components of Art and Design. etc c) <i>Physical Education and Health: Core (Week 1):.</i> <i>i Task</i> State the meaning of career, profession and career pathway, etc. <i>ii Pedagogical Exemplars</i> 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. <i>iii Key Assessment</i> State the meaning of career, profession and career pathway., etc. <i>(Week 2):.</i> <i>i Task</i> Identify sports that can be performed professionally., etc <i>ii. Pedagogical Exemplars</i> 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. <i>iii. Key Assessment</i> Identify three sports that can be performed professionally, etc d) <i>Physical Education and Health – Elective;.</i>	
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	(Week 1): <i>i Task</i> Describe daily life activities that can positively impact health and wellness, etc. <i>ii Pedagogical Exemplars</i> 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. <i>iii Key Assessments</i> Explain the term, health, etc. (Week 2): <i>i. Task</i> Explain any three components of health and wellness., etc. <i>ii. Pedagogical Exemplars</i> 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. <i>iii. Key Assessment</i> List two ways of improving or addressing emotional health and wellness issues., etc. e) <i>Performing Arts</i> (Week 1): <i>i Task</i> Different learning preferences and styles., etc. <i>ii. Pedagogical Exemplars</i> 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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	<i>iii. Key Assessment</i> 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. <i>(Week 2):</i> <i>i. Task</i> 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. <i>ii Pedagogical Exemplars</i> 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. <i>iii Key Assessment</i> 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. 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	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). <i>Note:</i> <i>Areas for vital review:</i> <i>a) Alignment between teacher manual and learning plans.</i> <i>b) Innovativeness of pedagogical choices</i> <i>c) Incorporation of GESI, SEL, national values and 21st century skills</i> <i>d) Differentiated instruction and assessment</i> <i>e) Appropriateness of crafted essential questions, etc.</i>	10 mins

templates provided.	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 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 3I). 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		
<i>The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Share two things you did differently based on DPLC Session 2, <i>developing learning plans for Weeks 1 and 2</i>, 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, <i>developing learning plans for Weeks 1 and 2</i>, 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 learning planners to be completed per session)	a.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: a) <i>Art and Design Foundation:</i> i <i>Role of materials in the environments as basic media for creative expression in indigenous Ghanaian Art.</i> ii <i>Myths and legends in major indigenous African cultures and their artworks.</i> b) <i>Art and Design Studio:</i> i <i>Nature, technique and purpose of art materials.</i> ii <i>Basic methods and techniques in creating 2-D and 3-D art and design works.</i> c) <i>Physical Education and Health - Core:</i> i <i>Traditional Dance as a physical and recreational activity.</i>	60 min s

	ii <i>Traditional dance (a local or regional specific dance, e.g. (Agbadza).</i> a) <i>Physical Education and Health - Elective:</i> i <i>Healthy eating behaviour and how that promotes physical health.</i> ii <i>Nutrition in healthy living</i> b) <i>Performing Arts:</i> i <i>Rehearse and perform their own dance, music, drama and record the final production.</i> ii <i>Research and discuss emerging Ghanaian topical issues and document them for class presentation.</i> 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, 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	
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	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. <i>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?</i> <i>(Week 4) How did myths and legends help in the development of art in major indigenous African cultures,</i> <i>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?</i> <i>(Week 4): How do artists manipulate space, form, and perspective to differentiate between two-dimensional and three-dimensional artworks?</i> <i>c) Physical Education and Health - Core (Week 3): What measures can be put in place to ensure that learners with diverse needs would effectively participate and benefit from the lesson? etc.</i>	
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	<i>(Week 4):</i> <i>What adaptations can be incorporated into a traditional dance (Agbadza) to enhance participation for improved health and fitness components of individuals?</i> <i>d) Physical Education and Health - Elective</i> <i>(Week 3):</i> <i>What resources can I use to help learners to practically understand the concept of a healthy diet and healthy eating? etc.</i> <i>(Week 4):</i> <i>What visual tools or techniques are most effective in representing the relationships between nutrition and nutrients for a healthy living?</i> <i>e) Performing Arts -</i> <i>(Week 3):</i> <i>How can performers be made to collaborate and communicate effectively during rehearsal? etc.</i> <i>(Week 4):</i> <i>What are the current key issues or challenges facing Ghana today? etc</i> 2.4 Discuss at least two key notes on differentiation for Weeks 3 and 4 (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> <i>a) Art and Design Foundation –</i> <i>(Week 3):</i> <i>i. Task</i> <i>Use available manual and digital resources to analyse and categorise art media according to their nature, form and purpose.</i> <i>ii Pedagogical Exemplars.</i> <i>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.</i>	
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	<i>iii Key Assessment</i> <i>Develop a written/pictorial/video documentation of both conventional and contemporary materials used in making art and design works.</i> <i>(Week 4):.</i> <i>i Task</i> <i>What is the relevance of myths and legends in indigenous African cultures?.</i> <i>ii Pedagogical Exemplars</i> <i>In class discussion, let learners analyse the term “myths and legends” and their relevance to society. Where required learners should be provided with support/materials such as images on portfolio and portfolio-building,</i> <i>iii. Key Assessment</i> <i>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 indigenous African cultures</i> <i>b) Art and Design Studio –</i> <i>(Week 3):</i> <i>i. Task</i> <i>Use available manual and digital resources to analyse and categorise art media according to their nature, Form and Purpose.</i> <i>ii Pedagogical Exemplars</i> <i>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.</i> <i>iii. Key Assessment</i> <i>Develop a written/pictorial/video documentation of both conventional and contemporary materials used in making art and design works</i>	
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	(Week 4):. <i>i Task</i> Identify basic methods and techniques in creating 2-D and 3-D art and design works, etc. <i>ii Pedagogical Exemplars</i> 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. <i>iii Key Assessment</i> Categorise Two-Dimensional and Three-Dimensional artworks, etc c) <i>Physical Education and Health – Core (Week3):.</i> <i>i Task</i> Make a list of traditional dances in Ghana <i>ii. Pedagogical Exemplars</i> 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. <i>iii Key Assessment</i> State the meaning of traditional dance and give at least three examples of a traditional dance in Ghana (Week 4):. <i>i Task</i> Briefly narrate the background to the dance.	
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	<i>ii Pedagogical Exemplars</i> 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. <i>iii Key Assessment</i> Perform the dance with at least two steps involved. d) <i>Physical Education and Health – Elective (Week 3):.</i> <i>i Task</i> Discuss three objectives of a food pyramid. Encourage the use of digital devices, etc. <i>ii Pedagogical Exemplars</i> 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. <i>iii Key Assessment</i> State three factors to consider when selecting a healthy diet. Accept oral responses, etc. (Week 4): <i>i. Task</i> Describe two deficiency diseases each of essential nutrients and non-essential nutrients, etc. <i>ii Pedagogical Exemplars</i> 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	
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	<i>responses where necessary. etc.</i> <i>iii Key Assessment</i> <i>Identify four reasons why we eat, etc</i> <i>a) Performing Arts –</i> <i>(Week 3):.</i> <i>i Task</i> <i>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.</i> <i>ii Pedagogical Exemplars</i> <i>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.</i> <i>iii. Key Assessment</i> <i>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.</i> <i>(Week 4):.</i> <i>i Task</i> <i>Providing a range of materials, such as articles, videos, podcasts, and interviews, covering the emerging Ghanaian issues, etc.</i> <i>ii Pedagogical Exemplars</i> <i>Allowing learners to select their working partners or groups based on shared interests in specific issues.</i> <i>This promotes autonomy and collaborative learning, etc.</i> <i>iii Key Assessment</i> <i>Allowing learners to choose their presentation format, such as traditional reports, multimedia presentations, debates, or role-play simulations, etc.</i> 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	
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	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 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). <i>Note:</i> <i>Areas for vital review:</i> <i>a) Alignment between teacher manual and learning plans.</i> <i>b) Innovativeness of pedagogical choices</i> <i>c) Incorporation of GESI, SEL, National values and 21st century skills</i> <i>d) Differentiated instruction and assessment</i> <i>e) Appropriateness of crafted essential questions, etc.</i> 3.2 Implement the recommendations made by the peer reviewer in your learning plans (NTS1e, 3a).	10 mins
4. Reflection on the session: ● Reflecting on what has been learned in the session. ● Advance preparation towards next PLC session	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 3l). 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		
<i>The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Share two things you implemented based on DPLC Session 3, <i>developing learning plans for Weeks 3 and 4</i>, 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, <i>developing learning plans for Weeks 3 and 4</i>, 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 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) <i>Art and Design Foundation,</i> i. <i>Impact of indigenous artworks on African cultures.</i> - ii <i>Contributions of indigenous African art to Global art.</i> - iii <i>Art of major ancient cultures with timelines</i> b) <i>Art and Design Studio:</i> i. <i>Basic methods for preparing and storing art media.</i> - ii <i>Concept of professional practice in Art.</i> c) <i>Physical Education and Health - Core:</i> i. <i>Traditional dance (a local or regional specific dance, e.g. Kpanlogo).</i>	60 mins

	<i>ii Traditional dance (a traditional dance from anywhere in the country, e.g. Adowa).</i> <i>d) Physical Education and Health - Elective:</i> <i>i. The impact of diet on healthy living</i> <i>ii. The concept of human diseases</i> <i>e) Performing Arts:</i> <i>i. Compose/Choreograph a five to ten minutes piece of dance, music and/or drama based on emerging topical issues in Ghana Essential Questions</i> <i>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> 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 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	
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	with the LOs, LIs and key concepts in the teacher manual where appropriate. LI 2.3 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). LI 2.4 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). <i>E.g.</i> a) <i>Art and Design Foundation –</i> <i>(Week 5):</i> <i>What is the relationship between art and design works and myths and legends?</i> <i>(Week 6):</i> <i>What are the similarities and differences between indigenous African Art and Global Art?</i> b) <i>Art and Design Studio –</i> <i>(Week 5):</i> <i>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.</i> <i>(Week 6):</i> <i>What is the concept of professional practice of art, etc.</i> c) <i>Physical Education and Health – Core</i> <i>(Week 5):</i> <i>What resources and creative pedagogies should be used to support learners’ comprehension of traditional dance and promotion of healthy living among them?</i> <i>(Week 6):</i> <i>What resources can be used to practically aid learners’ participation and practice of traditional dances as physical activities?</i> d) <i>Physical Education and Health – Elective</i> <i>(Week 5):</i> <i>How can I organise and present my lesson to enable learners to connect the effects of nutritional deficiency to physical activities? Etc</i>	
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	(Week 6): What additional resources and pedagogical strategies can be used to support learners to understand the concept of human diseases? etc. e) <i>Performing Arts –</i> (Week 5): What are the current emerging topical issues in Ghana? etc. (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. a) <i>Art and Design Foundation –</i> (Week 5): i. <i>Task</i> 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. ii. <i>Pedagogical Exemplars</i> 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. iii. <i>Key Assessment</i> 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. <i>Task</i> Let learners initiate a discussion to generate a written, oral or Power Point presentation on how:	
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	• <i>African art's bold forms, vibrant colours, intricate patterns, and abstract representations inspired new approaches.</i> • <i>Cubism, a 20th-century art movement, is influenced by fragmented geometric forms and multiple perspectives in African, tribal art.</i> <i>ii. Pedagogical Exemplars</i> <i>Working in groups, individuals should identify and discuss Global Art.</i> <i>iii. Key Assessment</i> <i>State through writing or/oral presentation, the meaning of Global Art.</i> <i>b) Art and Design Studio –</i> <i>(Week 5):</i> <i>i. Task</i> <i>Explain the importance of preparing and storing art media, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>In small groups, analyse the importance of preparing and storing art media etc.</i> <i>iii. Key Assessments</i> <i>Prepare a written/oral presentation that outlines the importance of preparing and storing art media etc.</i> <i>(Week 6)</i> <i>i. Task</i> <i>Brainstorm the meaning of art as a profession, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>In small groups, learners use the available resources to brainstorm the meaning of professional practice in Art and design, etc.</i> <i>iii. Key Assessments</i> <i>Outline the meaning of the concept of professional practice of art etc.</i> <i>c) Physical Education and Health - Core</i> <i>(Week 5):</i> <i>i. Task</i> <i>Briefly narrate the background to the dance</i>	
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	<i>ii. Pedagogical Exemplar</i> <i>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.</i> <i>iii. Key Assessments</i> <i>Perform the dance with at least two steps involved.</i> <i>(Week 6):</i> <i>i. Task</i> <i>Briefly share with the class the background to the dance</i> <i>ii. Pedagogical Exemplars</i> <i>Learners selected another traditional dance of choice and are encouraged to research and watch videos on their chosen dances to aid their practice and to integrate modern dance movement pattern into the chosen dance.</i> <i>iii. Key Assessments</i> <i>Perform the selected dance with at least two steps involved.</i> <i>d) Physical Education and Health - Elective</i> <i>(Week 5):</i> <i>i. Task</i> <i>Research the meaning of diet, micro and macronutrients with three examples of each., etc.</i> <i>ii. Pedagogical Exemplars</i> <i>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.</i> <i>iii. Key Assessment</i> <i>Explain what is meant by the term diet., etc.</i> <i>(Week 6):</i> <i>i. Task</i> <i>Explain what a disease is, etc.</i>	
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	<i>ii. Pedagogical Exemplars</i> <i>With the aid of digital devices, learners research the meaning of human diseases in a friendly atmosphere and assist each other, etc.</i> <i>iii. Key Assessment</i> <i>Provide a definition on what a disease is., etc.</i> <i>f) Performing Arts –</i> <i>(Week 5):</i> <i>i. Task</i> <i>Allowing learners to choose from a list of emerging issues in Ghana or propose their own topics of interest, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>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.</i> <i>iii. Key Assessment</i> <i>Allowing the use of technology, such as video editing software, sound recording equipment, or graphic design tools, for enhanced production quality, etc.</i> <i>(Week 6):</i> <i>i. Task</i> <i>Tailoring roles to the specific talents and strengths of the performers, ensuring that each role is a perfect fit for the individual, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Conducting role auditions, allowing students to showcase their skills and interests in different roles, etc.</i> <i>iii. Key Assessment</i> <i>Incorporating elements beyond the stage, such as virtual reality or augmented reality, to create a more immersive experience, etc.</i> 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	
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	(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 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). <i>Note:</i> <i>Areas for vital review:</i> a) <i>Alignment between teacher manual and learning plans.</i> b) <i>Innovativeness of pedagogical choices</i> c) <i>Incorporation of GESI, SEL, national values and 21st century skills</i> d) <i>Differentiated instruction and assessment</i> e) <i>Appropriateness of crafted essential questions, etc.</i> 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. ● Advance preparation towards next PLC session	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). 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		
<i>The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Share two things you implemented based on DPLC Session 4, <i>developing learning plans for Weeks 5 and 6</i>, 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, <i>developing learning plans for Weeks 5 and 6</i>, 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 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: a) <i>Art and Design Foundation:</i> i. <i>Impact of artworks from ancient cultures on modern global art.</i> ii. <i>Contributions of ancient art to emerging art traditions.</i> iii. <i>Design concepts in ancient cultures.</i> b) <i>Art and Design Studio:</i> i. <i>The concept of Ethics in Art and Design.</i> ii. <i>Art and design studio tasks as artistic intervention for social problems.</i> c) <i>Physical Education and Health - Core:</i> i. <i>Pillars of health</i>	60 mins

	<i>ii. Wellness and healthy lifestyle</i> <i>d) Physical Education and Health - Elective:</i> <i>i. Classification of human diseases.</i> <i>ii Prevention of human diseases</i> <i>e) Performing Arts:</i> <i>i. Rehearse a five to ten minutes artwork(s) developed based on an emerging Ghanaian topical issue</i> <i>ii. Present/Perform a five to ten minutes artwork developed that depicts any emerging Ghanaian topical issue and digitally record the performance.</i> 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. 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.	
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	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 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) <i>Art and Design Foundation –</i> (Week 7): <i>Analyse the relationship between at least five (5) artworks from ancient cultures and modern.</i> (Week 8). <i>Create manual/digital scrapbooks of designs from selected ancient cultures.</i> b) <i>Art and Design Studio -</i> (Week 7): <i>What is the concept of ethics in Art and Design? etc.</i> (Week 8): <i>What are some common art and design studio tasks? etc.</i> c) <i>Physical Education and Health - Core</i> (Week 7): <i>What teaching strategies can be used to empower learners to contribute confidently in their groups in explaining the pillars of health.</i> (Week 8): <i>What practical ways can wellness and healthy lifestyle be taught to make comprehension easy for learners.</i> d) <i>Physical Education and Health - Elective</i> (Week 7): <i>What teaching strategies can I use to empower learners to contribute confidently in their groups in explaining the concept of human disease? etc.</i> (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 etc.</i>	
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	<i>e) Performing Arts - (Week 7): How can the art form chosen for the rehearsal effectively convey the chosen emerging issue? etc.</i> <i>(Week 8): What artistic medium or form will be used to depict the chosen issue, and why was this medium selected? etc.</i> 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. <i>a) Art and Design Foundation - (Week 7):</i> <i>i. Task Identify artworks from ancient cultures and modern global cultures</i> <i>ii. Pedagogical Exemplars Working in groups identify some artworks from ancient cultures and modern global art.</i> <i>iii. Key Assessment Accept the ability to identify at least four (4) artworks each from artworks from ancient cultures and modern global art with the aid of photographs, videos, real objects, etc.</i> <i>(Week 8):</i> <i>i. Task Explain the terms design and concept of design in ancient cultures?</i> <i>ii. Pedagogical Exemplars In small groups, discuss the meaning of design in relation to the concept of design in ancient cultures.</i> <i>iii. Key Assessment What are some of the ideas that relate to design concepts?</i> <i>b) Art and Design Studio - (Week 7)</i> <i>i. Task Brainstorm the meaning of the concepts of ethics in Art and Design, etc,</i>	
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	<i>ii. Pedagogical Exemplars</i> <i>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.</i> <i>iii. Key Assessment</i> <i>Outline through writing or/orally the concept of ethics in Art and Design etc.</i> <i>(Week 8):</i> <i>i. Task</i> <i>Identify some of the common art and design studio tasks that can be used to generate artistic concepts as interventions for social problems?</i> <i>ii. Pedagogical Exemplars</i> <i>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.</i> <i>iii. Key Assessment</i> <i>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.</i> <i>c) Physical Education and Health - Core</i> <i>(Week 7):</i> <i>i. Task</i> <i>State the meaning of health?.</i> <i>ii. Pedagogical Exemplars</i> <i>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.</i>	
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	<i>iii. Key Assessment</i> <i>Define the meaning of health and give at least two examples of the pillars of health.</i> <i>(Week 8):</i> <i>i. Task</i> <i>Define wellness.</i> <i>ii. Pedagogical Exemplars</i> <i>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...</i> <i>iii. Key Assessment</i> <i>Define wellness.</i> <i>d) Physical Education and Health – Elective</i> <i>(Week 7):</i> <i>i. Task</i> <i>Outline the differences between infectious and non-infectious diseases, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>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.</i> <i>iii. Key Assessment</i> <i>Outline three general effects of bacterial infections on the community., etc.</i> <i>(Week 8):</i> <i>i. Task</i>	
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	<i>List five common diseases in your community and describe how to prevent them, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Learners discuss ways of preventing or controlling 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.</i> <i>iii. Key Assessment</i> <i>Describe five common practices that can help prevent disease., etc.</i> <i>e) Performing Arts (Week 7)</i> <i>:i. Task</i> <i>Including content that explores the historical and cultural background of Ghana to help learners better understand the context of the emerging issues, etc.</i> <i>li Pedagogical Exemplars</i> <i>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.</i> <i>lii Key Assessment</i> <i>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, etc.</i> <i>(Week 8):</i> <i>i. Task</i> <i>Offering learners a choice of artistic mediums, such as dance, music, drama, or a combination of these, based on their interests and skills, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>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.</i> <i>iii. Key Assessment</i>	
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	<i>Allowing for different styles of presentation such as live performances or recorded or digital presentations, etc.</i> 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 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). <i>Note:</i> <i>Areas for vital review:</i> a) <i>Alignment between teacher manual and learning plans.</i> b) <i>Innovativeness of pedagogical choices</i> c) <i>Incorporation of GESI, SEL, national values and 21st century skills</i> d) <i>Differentiated instruction and assessment</i> e) <i>Appropriateness of crafted essential questions, etc.</i> 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. ● Advance preparation towards next PLC session	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		
<i>The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Share two things you implemented based on DPLC Session 5, <i>developing learning plans for Weeks 7 and 8</i>, 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, <i>developing learning plans for Weeks 7 and 8</i>, 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 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: a) <i>Art and Design Foundation:</i> i. <i>Social and material conditions that produced designs in ancient cultures.</i> ii. <i>Sensory perceptions.</i> b) <i>Art and Design Studio:</i> i. <i>Multiple forms of artworks in Art and Design that can be used to solve identified problems in the society.</i> ii. <i>Multiple forms of artworks in Art and Design that can be used to solve identified problems in the society.</i> c) <i>Physical Education and Health - Core:</i> i. <i>Gymnastic (Forward roll)</i> ii. <i>Gymnastic (Backward roll)</i>	60 mins

	d) <i>Physical Education and Health - Elective:</i> i. <i>The concept of physical activity.</i> ii. <i>The importance of physical activity for healthy living</i> e) <i>Performing Arts:</i> i. <i>Summarise the various Performing Arts processes undertaken using the appropriate terminologies associated with the processes (concept development, composition and performance).</i> ii. <i>Explain ways by which the Performing Arts are connected and related to the other art forms in the Ghanaian society.</i> 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 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.	
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	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). <i>E.g.</i> a) <i>Art and Design Foundation - (Week 9):</i> <i>What are the social and material conditions in artmaking? etc.</i> <i>(Week 10)</i> <i>What is sensory perception?</i> b) <i>Art and design Studio - (Week 9):</i> <i>What are Multiple art forms in Art and Design? etc.</i> <i>(Week 10):</i> <i>How has the artist used multiple forms of artwork in Art and Design to solve some problems in their society? etc.</i> c) <i>Physical Education and Health - Core (Week 9):</i> <i>What measures including safety precautions can be put in place to increase participation of diverse learners in floor activities in gymnastics?</i> <i>(Week 10):</i> <i>Why is it recommended to practise floor activities in gymnastics on soft surface or with a support at the initial stage of the practice?</i> d) <i>Physical Education and Health - Elective (Week 9):</i> <i>What teaching strategies can empower learners to apply the concept of physical fitness to improve their regular participation in physical activity? etc.</i> <i>(Week 10):</i> <i>What additional innovative teaching strategies can be used to ensure that community members benefit from learners' knowledge in designing physical fitness plans? etc.</i> e) <i>Performing Arts - (Week 9):</i> <i>What are the key terminologies associated with performance in various performing arts disciplines, and</i>	
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	<i>how do they relate to the presentation and interpretation of artistic works? etc.</i> <i>(Week 10):</i> <i>How do these three processes - concept development, composition, and performance - interconnect and influence one another throughout the creative journey? etc.</i> 2.4 Discuss at least two key notes on differentiation for Weeks 9 and 10 (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> <i>a) Art and Design Foundation - (Week 9):</i> <i>i. Task</i> <i>State sources of inspiration for designs in ancient cultures.</i> <i>ii Pedagogical Exemplars</i> <i>Working in groups discuss the concept of design in ancient cultures, etc.</i> <i>iii Key Assessment</i> <i>Present a photographic / drawing / written and / or oral report on the concept of design in ancient cultures, etc.</i> <i>(Week 10):</i> <i>i. Task</i> <i>Define sensory perception and list its major areas.</i> <i>ii. Pedagogical Exemplars</i> <i>Working in groups discuss the concept of sensory perception, etc.</i> <i>iii. Key Assessment</i> <i>Define sensory perception and outline external and internal sensory perceptions.</i> <i>b) Art and Design Studio - (Week 9):</i> <i>i. Task</i> <i>Identify some multiple 3-D art forms in Art and Design that can be used as interventions for social problems. etc.</i>	
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	<i>ii Pedagogical Exemplars</i> 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. <i>iii. Key Assessment</i> 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. (Week 10): <i>i Task</i> Identify some multiple 2-D art forms in Art and Design that can be used as intervention for social problems?, etc. <i>ii..Pedagogical Exemplars</i> 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. <i>iii. Key Assessments</i> 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. c) <i>Physical Education and Health - Core</i> (Week 9): <i>i. Task</i> What are the key steps involved in performing a forward roll in gymnastics? <i>ii. Pedagogical Exemplars</i> 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):	
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	<i>Describe and demonstrate the stance for learners to see.</i> <i>iii. Key Assessments</i> <i>Describe the concept of gymnastics and classify gymnastics performances into the two main categories</i> <i>(Week 10):</i> <i>i. Task</i> <i>Describe the proper body positioning at the start and finish of a backward roll.</i> <i>ii. Pedagogical Exemplars</i> <i>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</i> <i>iii. Key Assessments</i> <i>Describe the proper body positioning at the start and finish of a forward roll.</i> <i>d) Physical Education and Health - Elective (Week 9):</i> <i>i. Task</i> <i>Demonstrate any three physical activities regularly performed for healthy living, etc.</i> <i>ii Pedagogical Exemplars</i> <i>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.</i> <i>ii Key Assessment</i> <i>For each of the following, state two activities that reflect being active, inactive or sedentary: aerobic dancing, playing oware, pounding fufu, sweeping the compound, drawing water from the well, hiking, cycling over a hill, playing video games and gardening., etc.</i> <i>(Week 10):</i> <i>i. Task</i> <i>Prepare a concept map/diagram to showcase the importance of physical activity for the following categories of people, etc.</i>	
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	<i>ii Pedagogical Exemplars</i> 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. <i>iii Key Assessment</i> Explain the importance of physical activity for an adolescent? etc. <i>e) Performing Arts –</i> (Week 9): <i>i. Task</i> 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. <i>ii Pedagogical Exemplars</i> Assigning tasks that require learners to analyse and critique the use of terminology in professional performances. This can involve written or oral presentations, etc. <i>iii Key Assessment</i> Encouraging learners to create their own 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>i. Task</i> 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, etc. <i>ii. Pedagogical Exemplars</i> 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	
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	<i>presentations, perform, or produce multimedia projects, etc</i> <i>iii Key Assessment</i> <i>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.</i> 2.5 In your subject groups or individually, complete learning planners for Weeks 9 and 10. 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 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). <i>Note:</i> <i>Areas for vital review:</i> <i>a) Alignment between teacher manual and learning plans</i> <i>b) Innovativeness of pedagogical choices</i> <i>c) Incorporation of GESI, SEL, national values and 21st century skills</i> <i>d) Differentiated instruction and assessment</i> <i>e) Appropriateness of crafted essential questions, etc.</i> 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. Advance preparation	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). 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

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

<i>The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Share two things you implemented based on DPLC Session 6, <i>developing learning plans for Weeks 9 and 10</i>, 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, <i>developing learning plans for Weeks 9 and 10</i>, 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 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: a) <i>Art and Design Foundation:</i> i. <i>Difference between sensory perception and cultural awareness.</i> ii. <i>Visuality, meaning-making, and art and design production in relation to art and design.</i> b) <i>Art and Design Studio:</i> i. <i>Creating multiple proposals with accompanying notes in 2D, 3D, or mixed-media presentations for possible art and design studio tasks.</i> c) <i>Physical Education and Health - Core:</i> i. <i>Gymnastics (Handstand)</i> ii. <i>Foot game (Passing and receiving in football using the inside of the foot)</i>	60 mins

	d) <i>Physical Education and Health - Elective:</i> i. <i>Application of the concept of physical activity in everyday life.</i> ii. <i>The concept of training principles for sports performance</i> e) <i>Performing Arts:</i> i. <i>Identify Performing Arts business opportunities and challenges</i> ii. <i>Analyse business opportunities and challenges in Performing Arts sector</i> 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 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.	
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	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). <i>E.g.</i> a) <i>Art and Design Foundation –</i> <i>(Week 11):</i> <i>What is cultural awareness?</i> <i>(Week 12):</i> <i>What is visuality in art and design?</i> b) <i>Art and design Studio –</i> <i>(Week 11):</i> <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? etc.</i> <i>(Week 12):</i> <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? etc.</i> c) <i>Physical Education and Health - Core</i> <i>(Week 11):</i> <i>Which additional pedagogies will help make teaching and learning of gymnastics more inclusive?.</i> <i>(Week 12):</i> <i>How will mastery of passing and receiving in football boost learners' confidence level in playing in a competitive football game.</i> d) <i>Physical Education and Health - Elective</i> <i>(Week 11):</i> <i>How can the integration of physical activity into daily classroom routines promote learners' health and well-being? etc.</i>	
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	<i>(Week 12):</i> <i>How will the concept of sports training help learners to embrace scientific procedures exercising? etc.</i> <i>e) Performing Arts -</i> <i>(Week 11):</i> <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? etc.</i> <i>(Week 12):</i> <i>What are the career prospects and opportunities for arts management, event production, and arts entrepreneurship within the Performing Arts sector? etc.</i> 2.4 Discuss at least two key notes on differentiation for Weeks 11 and 12 (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> <i>a) Art and Design Foundation -</i> <i>(Week 11):</i> <i>i. Task</i> <i>Explain the term cultural awareness.</i> <i>ii. Pedagogical Exemplar</i> <i>In a general class discussion, brainstorm to discuss the meaning of perception and awareness.</i> <i>iii. Key Assessment</i> <i>Explain the meaning of perception and awareness.</i> <i>(Week 12):</i> <i>i. Task</i> <i>Explain the term visuality.</i> <i>ii. Pedagogical Exemplars</i> <i>Working in SEN groups (where applicable) learners</i> <i>Analyse the concepts and differences within Visuality, meaning-making, and Art and Design production, etc.</i> <i>iii. Key Assessment</i> <i>Define the term visuality.</i> <i>b) Art and Design Studio –</i> <i>(Week 11):</i> <i>i. Task</i>	
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	<i>List the characteristics of an artist's portfolio, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>In small groups, learners use resources such as photographs, videos, and real objects to research and document the characteristics of an artist's portfolio and proposal presentation. etc.</i> <i>iii. Key Assessments</i> <i>List the key characteristics of an artist's portfolio, etc.</i> <i>(Week 12):</i> <i>i. Task</i> <i>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</i> <i>ii. Pedagogical Exemplars</i> <i>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 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.</i> <i>iii. Key Assessments</i> <i>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.</i> <i>c) Physical Education and Health - Core</i> <i>(Week 11):</i> <i>i. Task</i> <i>Describe the proper body positioning at the start and finish of a handstand, etc.</i>	
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	<i>ii. Pedagogical Exemplars</i> <i>In mixed ability and mixed gender groups, let learners observe charts/pictures or watch a short video on handstand. etc.</i> <i>iii. Key Assessment</i> <i>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</i> <i>(Week 12):</i> <i>i. Task</i> <i>Concept on determinants of health, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>In groups, discuss determinants of health using collaborative learning, etc.</i> <i>iii. Key Assessment</i> <i>Accept three responses on determinants of health, etc.</i> <i>d) Physical Education and Health - Elective</i> <i>(Week 11):</i> <i>i. Task</i> <i>Discuss five ways of being physically active, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Learners engage in mixed gender groupings to discuss ways of being physically active and write them in their jotters, etc.</i> <i>iii. Key Assessment</i> <i>List three strategies and three activities that can motivate individuals to engage in regular physical activity., etc.</i> <i>(Week 12):</i> <i>i. Task</i> <i>Identify the types of sports training., etc.</i> <i>ii. Pedagogical Exemplars</i>	
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	<i>Engage learners to think-pair-share their ideas on types of sports training and note down a summary, etc.</i> <i>iii. Key Assessment</i> <i>State at least two types of sports training, etc.</i> <i>e) Performing Arts –</i> <i>(Week 11):</i> <i>i. Task</i> <i>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.</i> <i>ii. Pedagogical Exemplars</i> <i>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.</i> <i>iii. Key Assessment</i> <i>Ask learners to role-play as industry professionals, presenting their analysis of business opportunities and challenges as if they were addressing stakeholders in a real-world setting.</i> <i>(Week 12):</i> <i>i. Task</i> <i>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.</i> <i>ii. Pedagogical Exemplars</i> <i>Forming heterogeneous groups where learners with different strengths and expertise collaborate to analyse specific aspects of the Performing Arts business</i> <i>iii. Key Assessment</i> <i>Making learners Ask learners to role-play as industry professionals, presenting their analysis of business opportunities and challenges as if they were addressing stakeholders in a real-world setting, etc.</i> 2.5 In your subject groups or individually, complete learning planners for Weeks 11 and 12. It should include and ensure	
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	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 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). <i>Note:</i> <i>Areas for vital review:</i> a) <i>Alignment between teacher manual and learning plans</i> b) <i>Innovativeness of pedagogical choices</i> c) <i>Incorporation of GESI, SEL, national values and 21st century skills</i> d) <i>Differentiated instruction and assessment</i> e) <i>Appropriateness of crafted essential questions, etc.</i> 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. • Advance preparation towards next PLC session	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). 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).	10 mins

DPLC Session 8: Developing learning plans for weeks 13 and 14

<i>The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Share two things you implemented based on DPLC Session 7, <i>developing learning plans for Weeks 11 and 12</i>, 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, <i>developing learning plans for Weeks 11 and 12</i>, 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 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: a) <i>Art and Design Foundation,</i> i. <i>How design concepts influence the design characteristics of objects and the design.</i> ii. <i>Difference between tradition, culture and worldviews in terms of design.</i> iii. <i>Visuality, meaning-making, as well as design production in relation to art and design.</i> b) <i>Art and Design Studio:</i> i. <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.</i>	60 mins

	<i>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.</i> c) <i>Physical Education and Health - Core:</i> <i>i. Identify and explain the various components of wellness.</i> <i>ii. Identify and explain the various components of wellness.</i> d) <i>Physical Education and Health - Elective:</i> <i>i. Apply the training principles for sports performance.</i> <i>ii. Discuss the concepts of anatomy and physiology in physical activity.</i> e) <i>Performing Arts:</i> <i>i. Apply techniques and strategies to access identified business opportunities to address challenges of the performing Arts sector.</i> <i>ii. Draft a business plan for the production of performing artworks.</i> 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 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).	
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	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 Weeks 13 and 14 (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) <i>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?</i> b) <i>Art and Design Studio – (Week 13): What is meant by the workability of conventional and non-conventional tools and materials? etc.</i> <i>(Week 14): How does the knowledge of the workability of conventional and non-conventional tools and materials from the environment help to enhance the skill of learners in the production of art and design works? etc.</i> c) <i>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.</i> <i>(Week 14):What resources can I use to stimulate learners to get a deeper understanding of physical health and wellness? etc.</i>	
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	d) <i>Physical Education and Health - Elective</i> (Week 13): <i>What resources can I use to help learners understand the principle of overload for effective physical training across age and ability? etc.</i> (Week 14): <i>What resources should I use to help learners understand the conceptual difference between anatomy and physiology? etc.</i> e) <i>Performing Arts –</i> (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? etc.</i> (Week 14): <i>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? etc.</i> 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) <i>Art and Design Foundation –</i> (Week 13): i. <i>Task</i> <i>Explain the term visual literacy.</i> ii. <i>Pedagogical Exemplars</i> <i>Learners should share ideas and discuss the meaning of visual literacy in art and design.</i> iii. <i>Key Assessment</i> <i>Explain the importance of design in the making of art and design works.</i> (Week 14): i. <i>Task</i> <i>Discuss why tradition, culture and worldviews are important in the generating of concepts for art and design.</i>	
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	<i>ii. Pedagogical Exemplars</i> <i>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</i> <i>iii. Key Assessment</i> <i>State the meaning of visual literacy.</i> <i>b) Art and design Studio –</i> <i>(Week 13):</i> <i>i. Task</i> <i>List some conventional and non-conventional materials for 2D art or design in the environment, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>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.</i> <i>iii Key Assessments</i> <i>What are conventional and non-conventional materials for 2D art or design? etc.</i> <i>(Week 14):</i> <i>i. Task</i> <i>Orally mention 2-D works you see in your environment etc.</i> <i>ii. Pedagogical Exemplars</i> <i>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.</i> <i>iii. Key Assessments</i> <i>List ten examples of 2-D art works, etc.</i> <i>c) Physical Education and Health – Core</i> <i>(Week 13):</i> <i>i. Task</i> <i>Explaining the components of wellness, etc.</i>	
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	<i>ii. Pedagogical Exemplars</i> Use of videos to identify career pathways in physical education, etc. <i>iii. Key Assessment</i> Identifying different career pathways in physical education globally indicating their lifelong favourite, etc, (Week 14): <i>i. Task</i> Dimensions of health and wellness (physical), etc. <i>ii. Pedagogical Exemplars</i> In groups, discuss physical health and wellness using collaborative learning, etc. <i>iii. Key Assessment</i> Accept three responses on physical health and wellness, etc. <i>d) Physical Education and Health - Elective</i> (Week 13): <i>i. Task</i> Identify factors that influence the training principle of individualism, etc. <i>ii. Pedagogical Exemplars</i> In mixed gender groups, identify factors that influence the training principle of individualism through collaborative learning, etc. <i>iii. Key Assessment</i> Accept at least three responses to identify factors that influence the training principle of individualism, etc. (Week 14): <i>i. Task</i> Explain the concept of anatomy and physiology, etc. <i>ii. Pedagogical Exemplars</i> In a mixed gender group, explain the concept of anatomy and physiology using talk for learning, etc.	
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	<i>iii. Key Assessment</i> <i>Accept at least three explanations on the concept of anatomy and physiology, etc.</i> <i>e) Performing Arts –</i> <i>(Week 13):</i> <i>i. Task</i> <i>Offering differentiated content by focusing on specific marketing techniques within the performing arts, such as social media marketing, influencer partnerships, or grassroots promotion, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>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.</i> <i>iii. Key Assessment</i> <i>Assigning learners the task of developing and presenting implementation plans for specific strategies within the Performing Arts sector, addressing, etc</i> <i>(Week 14):</i> <i>i. Task</i> <i>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.</i> <i>ii. Pedagogical Exemplars</i> <i>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.</i> <i>iii. Key Assessment</i> <i>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.</i> 3.0 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	
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	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 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). <i>Note:</i> <i>Areas for vital review:</i> <i>a) Alignment between teacher manual and learning plans</i> <i>b) Innovativeness of pedagogical choices</i> <i>c) Incorporation of GESI, SEL, national values and 21st century skills</i> <i>d) Differentiated instruction and assessment</i> <i>e) Appropriateness of crafted essential questions, etc.</i> 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. ● Advance preparation towards next PLC session	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). 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

<i>The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Share two things you implemented based on DPLC Session 8, <i>developing learning plans for Weeks 13 and 14</i>, 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, <i>developing learning plans for Weeks 15 and 16</i>, 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 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: a) <i>Art and Design Foundation:</i> i. <i>Identify and categorise elements and constitution of artistic content and forms.</i> ii. <i>Analyse the combination of artistic form and content to make artistic decisions.</i> b) <i>Art and Design Studio:</i> i. <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</i> c) <i>Physical Education and Health - Core:</i> i. <i>Identify and explain ways of maintaining health.</i>	60 mins

	<i>ii. Identify career pathways in physical education and the professional attributes and mind sets required for practice.</i> <i>d) Physical Education and Health - Elective:</i> <i>i. Apply the concepts of anatomy and physiology in physical activity.</i> <i>ii. Identify career pathways in health education.</i> <i>e) Performing Arts:</i> <i>i. Select ideas from indigenous knowledge systems for event planning.</i> <i>ii. Plan to produce a selected Performing Arts event using indigenous knowledge systems.</i> 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). 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	
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	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). <i>E.g.</i> a) <i>Art and Design Foundation –</i> <i>(Week 15):</i> <i>Explain the terms appreciation and evaluation as applied to art and design.</i> <i>(Week 16):</i> <i>What are elements of artistic form and content?</i> b) <i>Art and Design Studio –</i> <i>(Week 15):</i> <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? etc.</i> <i>(Week 16):</i> <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? etc.</i> c) <i>Physical Education and Health - Core</i> <i>(Week 15):</i> <i>What resources can I use to stimulate learners to grasp the concept of maintaining health? etc.</i> <i>(Week 16):</i> <i>What can I do to ensure that learners understand the concepts of career and profession? etc.</i>	
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	d) <i>Physical Education and Health - Elective</i> (Week 15): <i>What resources should I use to assist all learners to grasp the concepts of anatomy and physiology? etc.</i> (Week 16): <i>How can I present my lesson on the meaning of career and a profession for effective understanding of learners? etc.</i> e) <i>Performing Arts –</i> (Week 15): <i>What is the specific cultural or indigenous context of the event? etc.</i> (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? etc.</i> 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) <i>Art and Design Foundation –</i> (Week 15): i. <i>Task</i> <i>Identify the characteristics of the elements and constitution of artistic content and forms from objects in the environment and other parts of the community</i> ii. <i>Pedagogical Exemplars</i> <i>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...</i> ii. <i>Key Assessment</i> <i>Identify the four characteristics of the elements and constitution of artistic content from objects in the school/community.</i> (Week 16): i. <i>Task</i> <i>Organise learners into groups to:</i>	
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	<i>sort and categorise content and required elements to create comprehensive appreciation reports in selected artwork.</i> <i>ii. Pedagogical Exemplars</i> <i>In small groups, investigate to archive a collection of works of art and design for appreciation.</i> <i>iii. Key Assessment</i> <i>What are artistic forms and content?</i> <i>b) Art and design Studio –</i> <i>(Week 15):</i> <i>i. Task</i> <i>Learners should scout for issues and challenges in the community to address with art and design expertise, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>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.</i> <i>iii. Key Assessments</i> <i>Document problems in the community that can be addressed with art and design, etc.</i> <i>(Week 16):</i> <i>i. Task</i> <i>Learners are to develop picture presentation formats that incorporate picture writing, cartooning, collage and montage in problem solving, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>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.</i> <i>iii. Key Assessment</i> <i>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.</i>	
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	c) <i>Physical Education and Health - Core</i> (Week 15): i. <i>Task</i> Concept of maintaining health, etc. ii. <i>Pedagogical Exemplars</i> In groups, discuss the concept of maintaining health through collaborative learning, etc. iii. <i>Key Assessment</i> Accept three responses on explanations of the concept of maintaining health, etc. (Week 16): i. <i>Task</i> Concepts of career and profession, etc. ii. <i>Pedagogical Exemplars</i> In groups, discuss the concepts of career and profession using collaborative learning, etc. iii. <i>Key Assessment</i> Accept three responses on concepts of career and profession, etc. d) <i>Physical Education and Health - Elective</i> (Week 15): i. <i>Task</i> Application of muscular-skeletal system in physical activity, etc. ii. <i>Pedagogical Exemplars</i> In mixed gender groupings, demonstrate the application of muscular-skeletal systems in physical activity, etc. iii. <i>Key Assessment</i> Accept at least three responses (oral, written, demonstration) on application of muscular-skeletal system in physical activity, etc. (Week 16): i. <i>Task</i> What is a career and a profession?	
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	<i>ii. Pedagogical Exemplars</i> <i>In groups, discuss the concept of career and profession using collaborative learning, etc.</i> <i>iii. Key Assessment</i> <i>Accept three responses on what a career and a profession is, etc</i> <i>e) Performing Arts –</i> <i>(Week 15):</i> <i>i. Task</i> <i>Conducting extensive research on the specific indigenous culture or community you are focusing on. Understanding their history, traditions, values, and storytelling techniques, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Allowing students to embark on individual or group research projects related to their chosen indigenous knowledge system, etc.</i> <i>iii. Key Assessment</i> <i>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.</i> <i>(Week 16):</i> <i>i. Task</i> <i>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.</i> <i>ii. Pedagogical Exemplars</i> <i>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.</i> <i>iii. Key Assessment</i> <i>Allowing learners to present their event concepts in various formats, such as written proposals, visual storyboards, or oral presentations, accommodating diverse communication preferences, etc.</i>	
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	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 manual and learning planner based on the templates provided.	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). <i>Note:</i> <i>Areas for vital review:</i> a) <i>Alignment between teacher manual and learning plans</i> b) <i>Innovativeness of pedagogical choices</i> c) <i>Incorporation of GESI, SEL, national values and 21st century skills</i> d) <i>Differentiated instruction and assessment</i> e) <i>Appropriateness of crafted essential questions, etc.</i> 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. ● Advance preparation towards next PLC session	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). 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		
<i>The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction : Review of previous learning using ideas from the last PLC session	1.1 Share two things you implemented based on DPLC Session 9, <i>developing learning plans for Weeks 15 and 16</i>, 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, <i>developing learning plans for Weeks 15 and 16</i>, 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 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 for the following lessons: a) <i>Art and Design Foundation:</i> I Identify and discuss the key elements and principles of art and design. li Describe how the elements and principles of art and design are used to generate ideas for artworks. b) <i>Art and Design Studio:</i> I Identify materials, tools, and relevant processes and techniques used in performing 3D studio tasks. li Design and create 3D artworks using conventional and	60 mins

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.

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 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 in Weeks 17 and 18 (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> a) <i>Art and Design Foundation – (Week 17):</i> <i>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.</i> <i>(Week 18):</i> <i>How can designs in objects from the natural and human-made environment help learners to gain knowledge in elements and principles of art and design?</i> b) <i>Art and Design Studio – (Week 17):</i> <i>What skills will learners use to identify and record tools, materials, relevant processes and techniques used in performing 3D studio tasks, etc.</i>	
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(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.

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.

d) Physical Education and Health Elective.

(Week17)

: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.

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.

(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.

	a) <i>Art and Design Foundation –</i> <i>(Week 17):</i> i. <i>Task</i> <i>Explain key elements of art and design and create a household product each, for everyday use.</i> ii <i>Pedagogical Exemplars</i> <i>Put learners in mixed groups and task them to brainstorm to identify and discuss the key elements and principles of art and design</i> iii <i>Key Assessment</i> <i>Identify and discuss the key elements and principles of art and design</i> <i>(Week 18):</i> i <i>Task</i> <i>Choose four elements and create a design using simple art materials</i> ii <i>Pedagogical Exemplars</i> <i>Put learners in mixed groups and task them to brainstorm to identify and discuss the key principles of art and design</i> iii <i>Key Assessment</i> <i>Analyse designs and objects from the environment to project the elements and principles of art and design that can be found in them.</i> b) <i>Art and Design Studio –</i> <i>(Week 17):</i> i <i>Task</i> <i>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.</i> ii <i>Pedagogical Exemplars</i> <i>In mixed groups make an inventory, using pictorial</i>	
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and video documentation, of materials and tools in the immediate 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 relevant processes and techniques used in performing 3D studio tasks, etc.

(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 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.*

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.

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. <i>ii Pedagogical Exemplars</i> <i>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.</i> <i>iii, Key Assessment</i> <i>Permitting learners to create presentations or reports about their chosen career pathway, highlighting the attributes and mindsets required for practice in that field, etc.</i> <i>(Week 18):</i> <i>I Task</i> <i>Choosing a career in physical education and sports, etc.</i> <i>ii Pedagogical Exemplars</i> <i>In groups, discuss choosing a career in physical education and sports using collaborative learning, etc.</i> <i>iii Key Assessment</i> <i>Accept three responses on choosing a career in physical education and sports Accept three responses competencies in physical education and sports industry, etc</i> <i>d) Physical Education and Health - Elective</i> <i>(Week 17):</i> <i>I Task</i> <i>What a career is in health education, etc.</i> <i>ii Pedagogical Exemplars</i> <i>In groups mention at least three careers in health education, etc.</i> <i>iii Key Assessment</i> <i>Accept at least three responses on careers in health education, etc.</i> <i>(Week 18):</i> <i>I Task</i> <i>Explanation of career pathways in physical education, etc.</i>	
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	<i>ii Pedagogical Exemplars</i> <i>In groups discuss career pathways in physical education, etc.</i> <i>iii. Key Assessment</i> <i>Accept three explanations of career pathways in physical education, etc.</i>	
	<i>e) Performing Arts –</i> <i>(Week 17):.</i> <i>i Task</i> <i>Incorporating indigenous languages, songs, and music into the performance. Involving fluent speakers and musicians from the community, if possible, to ensure authenticity, etc.</i> <i>ii Pedagogical Exemplars</i> <i>Providing cultural sensitivity training for the cast, crew, and production team to ensure that all aspects of the performance respect indigenous customs and traditions, etc.</i> <i>iii Key Assessment</i> <i>Conducting rehearsals at locations that hold cultural significance to the indigenous community, such as sacred sites or historically important areas, to enhance authenticity, etc.</i> <i>(Week 18):</i> <i>i. Task</i> <i>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</i> <i>ii Pedagogical Exemplars</i> <i>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.</i> <i>iii Key Assessment</i> <i>Allowing learners to choose the format of their performance, whether it's a live presentation, a recorded video, or a digital storytelling experience,</i>	

	<i>based on their strengths and preferences, etc.</i> 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 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). <i>Note:</i> <i>Areas for vital review:</i> <i>a) Alignment between teacher manual and learning plans</i> <i>b) Innovativeness of pedagogical choices</i> <i>c) Incorporation of GESI, SEL, National values and 21st century skills</i> <i>d) Differentiated instruction and assessment</i> <i>e) Appropriateness of crafted essential questions, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plan as appropriate (NTS 1b).	10 mins
	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). 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

<i>The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Share two things you implemented based on DPLC Session 10, <i>developing learning plans for Weeks 17 and 18</i>, 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, <i>developing learning plans for Weeks 17 and 18</i>, 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 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 plans for the following lessons: a) <i>Art and Design Foundation:</i> i. <i>Identify and discuss key elements and stages of the design thinking process.</i> ii. <i>Identify and explain colour schemes and the mood they express</i> b) <i>Art and Design Studio:</i> i. <i>Design and create 3D artworks using conventional and non-conventional materials, tools, and relevant processes to respond to societal problems.</i> ii. <i>Use a visual medium to create art and design projects with emphasis on protective and decorative processes.</i>	60 mins

	c) <i>Physical Education and Health - Core:</i> i. <i>Career Pathways in Sports Based Physical Education and Sports.</i> ii. <i>Career Pathways in Teaching-based Physical Education and Sports.</i> d) <i>Physical Education and Health - Elective:</i> i. <i>Discuss career pathways in sports excellence.</i> ii. <i>Application of career pathways in sports excellence.</i> e) <i>Performing Arts:</i> i. <i>Record the performing arts event for subsequent use.</i> ii. <i>Identify and evaluate the elements of production.</i> 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, 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.	
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	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) <i>Art and Design Foundation – (Week 19)</i> <i>What are the key elements and stages of the design thinking process used in creating objects and designs?</i> <i>(Week 20):</i> <i>Explain the terms colour theory and colour scheme.</i> b) <i>Art and Design Studio – (Week 19):</i> <i>How can learners use the various hand-building and hand-forming techniques to create 3D art and design works?</i> <i>(Week 20):</i> <i>What is the importance of protective and decorative processes in creating products in Art and design? etc.</i> c) <i>Physical Education and Health - Core (Week 19):</i> <i>How will learners be able to choose a sustainable career in sports for their future prospects? etc.</i> <i>(Week 20):</i> <i>How will learners be able to choose a sustainable teaching-based career in physical education and sports? etc.</i> d) <i>Physical Education and Health - Elective (Week 19):</i> <i>What resources can I use to practically help learners understand career pathways in physical education? etc.</i>	
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	<i>(Week 20):</i> <i>What creative pedagogies can I use to effectively deliver my lesson to help learners understand career pathways associated with sports for excellence? etc.</i> <i>f) Performing Arts –</i> <i>(Week 19):</i> <i>How can recorded performances contribute to cultural preservation and documentation, especially when indigenous knowledge systems are incorporated into the arts? etc.</i> <i>(Week 20):</i> <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? etc.</i> 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). <i>E.g.</i> <i>a) Art and Design Foundation –</i> <i>(Week 19):</i> <i>i. Task</i> <i>Identify the key elements and stages of the design thinking process used in creating objects and designs.</i> <i>ii. Pedagogical Exemplars</i> <i>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.</i> <i>iii Key Assessment</i> <i>Explain key phases of the design thinking process</i> <i>(Week 20):</i> <i>i. Task</i> <i>Discuss some of the emotions conveyed by the pigment colours, and spectrum colours, used by artists to create art and design works, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>In mixed groups, discuss and make a chart of the colours and emotions they convey. Display the product for peers to comment.</i>	
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	<i>iii. Key Assessment</i> <i>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.</i> <i>b) Art and Design Studio:</i> <i>(Week 19).</i> <i>i. Task</i> <i>Learners examine the various hand-building and hand-forming techniques to create 3D art and design works, etc</i> <i>ii. Pedagogical Exemplars</i> <i>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 diaries/scrapbooks of various hand-building and hand-forming techniques to create 3D art and design works, etc.</i> <i>iii. Key Assessments</i> <i>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.</i> <i>(Week 20):</i> <i>i. Task</i> <i>Examine the difference between protective and decorative processes in creating products in art and design, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>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.</i>	
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	iii. <i>Key Assessments</i> <i>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.</i> c) <i>Physical Education and Health - Core</i> <i>(Week 19)</i> i. <i>Task</i> <i>Listing a variety of career opportunities associated with sports based physical education, etc.</i> ii. <i>Pedagogical Exemplars</i> <i>Use of videos to show some selected careers in sports based physical education, etc.</i> iii. <i>Key Assessment</i> <i>List types of careers in sports based physical education, etc.</i> <i>(Week 20):</i> i. <i>Task</i> <i>Factors to consider in choosing a teaching-based career in physical education and sports, etc.</i> ii. <i>Pedagogical Exemplars</i> <i>In groups, discuss factors to consider in choosing a teaching-based career in physical education and sports using collaborative learning.</i> iii. <i>Key Assessment</i> <i>Accept three responses on choosing a teaching-based career in physical education and sports.</i> d) <i>Physical Education and Health - Elective</i> <i>(Week 19):</i> i...<i>Task</i> <i>Career pathways in physical education, etc.</i> ii. <i>Pedagogical Exemplars</i> <i>In groups discuss career pathways in physical education, etc.</i>	
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	<i>iii..Key Assessment</i> <i>Accept two explanations on career pathways in physical education, etc.</i> <i>(Week 20):</i> <i>i. Task</i> <i>Career pathways associated with sports for excellence, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>In groups discuss career pathways associated with sports for excellence, etc.</i> <i>iii Key Assessment</i> <i>Accept oral responses on career pathways associated with sports for excellence, etc.</i> <i>e) Performing Arts</i> <i>(Week 19):</i> <i>i. Task</i> <i>Providing varied resources and examples of recording practices and performances from various cultural contexts, allowing learners to explore and appreciate different artistic traditions, etc.</i> <i>ii Pedagogical Exemplars</i> <i>Allowing learners to choose specific technical roles in the recording process, such as camera operators, sound engineers, or editors, based on their interests and skills, etc.</i> <i>iii Key Assessment</i> <i>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.</i> <i>(Week 20):</i> <i>i. Task</i> <i>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.</i> <i>ii. Pedagogical Exemplars</i>	
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	<i>Offering research tasks that match individual learning needs, such as providing guided research for learners who require additional support in identifying production elements, etc.</i> <i>iii. Key Assessment</i> <i>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.</i> 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. ● Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	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). <i>Note:</i> <i>Areas for vital review:</i> <i>a) Alignment between teacher manual and learning plans.</i> <i>b) Innovativeness of pedagogical choices</i> <i>c) Incorporation of GESI, SEL, national values and 21st century skills</i> <i>d) Differentiated instruction and assessment</i> <i>e) Appropriateness of crafted essential questions, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1b).	10 mins
4. Reflection on the session: ● Reflecting on what has been learned in the session. ● Advance preparation	4.1 Share your views and experiences about the session (NTS 1a). 1 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 Handbook Session 12 in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a, 1b).	10 mins

towards next PLC session		
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DPLC Session 12: Developing learning plans for weeks 21 and 22

<i>The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Share two things you implemented based on DPLC Session 11, <i>developing learning plans for Weeks 19 and 20</i>, 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, <i>developing learning plans for Weeks 19 and 20</i>, 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 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 plans for the following lessons: a) <i>Art and Design Foundation,</i> i. <i>Analyse pigment colours and that of the spectrum.</i> ii. <i>Analyse and explain the use of pigment colours, spectrum colours, and environmental ideas in the creation of artworks.</i> iii. <i>Exhibit/display drawings and designs that relate basic contours and forms in the environment using conventional and non-conventional materials.</i> b) <i>Art and Design Studio:</i> i. <i>Apply safety measures in creating art and design work with special attention to protective and decorative processes to create an artwork.</i> ii. <i>Develop artists' statements to reflect portfolio and exhibition.</i>	60 mins

	c) <i>Physical Education and Health - Core:</i> i. <i>Career Pathways in Recreational Based Physical Education and Sports.</i> ii. <i>Career Pathways in Media based Physical Education and Sports.</i> d) <i>Physical Education and Health - Elective:</i> i. <i>Career Pathways in Recreational Based Physical Education and Sports.</i> ii. <i>Career Pathways in Media based Physical Education and Sports.</i> e) <i>Performing Arts:</i> i. <i>Identify and analyse the artistic expressions of Performing Arts events.</i> ii. <i>Evaluate the aesthetics of Performing Arts events.</i> 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 exemplars and assessment strategies proposed in the teacher manual. LO 2: 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	
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	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). E.g. a) <i>Art and Design Foundation – (Week 21): What are the characteristics of pigment colour and colour of the spectrum?</i> <i>(Week 22):</i> i. <i>Distinguish between conventional and non-conventional media and techniques for creative expression through drawing.</i> b) <i>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.</i> <i>(Week 22): What is the importance of an artist statement to the practice of the artist? etc.</i> c) <i>Physical Education and Health - Core (Week 21): How will learners be able to choose a sustainable recreational based career for their future prospects? etc.</i> <i>(Week 22): What activities can I plan on to introduce learners to career Pathways in Media based Physical Education and Sports? etc.</i>	
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	d) <i>Physical Education and Health - Elective</i> (Week 21): <i>What resources can I use to help learners understand the concept of sports coaching? etc.</i> (Week 22): <i>How can I assist learners to apply the principles of sports coaching? etc.</i> e) <i>Performing Arts –</i> (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? etc.</i> (Week 22): <i>In what ways do performers use their skills, techniques, and creativity to enhance the aesthetic aspects of a performance, and how do these choices shape the audience's aesthetic engagement and interpretation? etc.</i> 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) <i>Art and Design Foundation –</i> (Week 21): i. <i>Task</i> <i>Analyse the characteristics of pigment colour and colour of the spectrum, etc.</i> ii. <i>Pedagogical Exemplars</i> <i>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.</i> iii. <i>Key Assessment</i> <i>Present written, oral, and video responses to explain the basic characteristics and distinguish between pigment colour and colour of the spectrum.</i>	
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	<i>(Week 22):</i> <i>i. Task</i> <i>Use contour drawings to analyse and record the basic forms of selected objects in the environment, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>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.</i> <i>iii. Key Assessment</i> <i>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.</i> <i>b) Art and Design Studio –</i> <i>(Week 21):</i> <i>i. Task</i> <i>Examining safety measures in performing art and design studio tasks, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Allow learners in groups to discuss and share individual experiences about safety measures in creating art and design works with an emphasis on protective and decorative processes by using objects, videos, photographs, and drawings, etc.</i> <i>iii. Key Assessment</i> <i>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.</i> <i>(Week 22):</i> <i>i. Task</i> <i>Discussing the importance of artist statements to the practice of selected local and international artists, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Task learners to work individually/in groups using sample artist statements of at least five (5) local and international artists to discuss the importance of the artist statement to the display and practice of the</i>	
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	<i>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.</i> <i>iii. Key Assessment</i> <i>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 international artists, etc.</i> <i>c) Physical Education and Health - Core</i> <i>(Week 21):</i> <i>i. Task</i> <i>Choosing a recreational based career in physical education and sports, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Discussing in groups, how to choose a recreational based career in physical education and sports to promote collaborative learning, etc.</i> <i>iii. Key Assessment</i> <i>Accept three responses choosing a recreational based career in physical education and sports, etc.</i> <i>(Week 22):</i> <i>i. Task</i> <i>Choosing career pathways in media based physical education and sports, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>In groups, discuss choosing career pathways in media based physical education and sports using collaborative learning, etc.</i> <i>iii. Key Assessment</i> <i>Accept three responses on the relationship between media, physical education and Sports, etc.</i> <i>d) Physical Education and Health - Elective</i> <i>(Week 21):</i> <i>i. Task</i> <i>Concept of sports coaching, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>In groups discuss the concept of sports coaching, etc.</i>	
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	<i>iii. Key Assessment</i> <i>Accept oral responses on the concept of sports coaching, etc.</i> <i>(Week 22):</i> <i>i. Task</i> <i>Application of sports coaching, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>In groups discuss how to apply the concept of sports coaching, etc.</i> <i>iii. Key Assessment</i> <i>Accept oral responses from learners on how to apply the concept of sports coaching, etc.</i> <i>e) Performing Arts –</i> <i>(Week 21):</i> <i>i. Task</i> <i>Providing resources and examples from various performing arts genres, including theatre, dance, music, and visual arts, allowing learners to explore and analyse the artistic expressions in the genres that interest them the most, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>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.</i> <i>iii. Key Assessment</i> <i>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.</i> <i>(Week 22):</i> <i>i. Task</i> <i>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.</i>	
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	<i>ii. Pedagogical Exemplars</i> 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 interests and strengths, etc. <i>iii. Key Assessment</i> 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. 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 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). <i>Note:</i> <i>Areas for vital review:</i> <i>a) Alignment between teacher manual and learning plans.</i> <i>b) Innovativeness of pedagogical choices</i> <i>c) Incorporation of GESI, SEL, national values and 21st century skills</i> <i>d) Differentiated instruction and assessment</i> <i>e) Appropriateness of crafted essential questions, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1b).	10 mins
4. Reflection on the session: • Reflecting on what has been learned in the session. • Advance preparation	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). 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

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

<i>The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Share two things you implemented based on DPLC Session 12, <i>developing learning plans for Weeks 21 and 22</i>, 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, <i>developing learning plans for Weeks 21 and 22</i>, 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 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 developing learning plans for the following lessons: a) <i>Art and Design Foundation:</i> i. <i>Compose appropriate tonal values and hues for forms in the drawing</i> ii. <i>Compose appropriate tonal values and hues for forms in the drawing.</i> b) <i>Art and Design Studio:</i> i. <i>Generate a manual and digital portfolio as evidence of art and design practice.</i> ii. <i>Use appropriate strategies to mount art and design exhibitions.</i> c) <i>Physical Education and Health - Core:</i> i. <i>Benefits of Studying Physical Education and Health as a Career.</i>	60 mins

	d) <i>Physical Education and Health - Elective:</i> i. <i>Discuss the concept and principles of coaching and officiating of throw events.</i> ii. <i>Put into use the concepts and principles of coaching and officiating in the performance of throw events.</i> e) <i>Performing Arts:</i> i. <i>Identify and connect performing artworks to life experience.</i> ii. <i>Communicate and connect your own and others' life experiences to new perspectives and new realisations.</i> LO 1: Develop subject-specific learning plans for teaching Weeks 23 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 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	
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	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). <i>E.g.</i> a) <i>Art and Design Foundation –</i> <i>(Week 23):</i> <i>What is the importance of tonal values and hues in the generation of concepts for 2-D and 3-D art and design works?</i> <i>(Week 24):</i> <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?</i> b) <i>Art and Design Studio –</i> <i>(Week 23):</i> <i>i. What is the importance of manual / digital portfolios to the practice of the artist? etc.</i> <i>(Week 24):</i> <i>How can exhibition help the interaction of audience and art and design works as well as improve the practice of the artist? etc.</i> c) <i>Physical Education and Health - Core</i> <i>(Week 23):</i> <i>What benefits are associated with a chosen career for learners to appreciate? etc</i> d) <i>Physical Education and Health - Elective</i> <i>(Week 23):</i> <i>How can I assist learners to grasp the principles of coaching throws? Etc</i> <i>(Week 24):</i>	
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	<i>What resources do I need to introduce learners to the concept of coaching javelin? etc.</i> e) <i>Performing Arts –</i> <i>(Week 23):</i> <i>In what ways do performing arts performances mirror or challenge societal norms and values? Etc</i> <i>(Week 24):</i> <i>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.</i> 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. a) <i>Art and Design Foundation –</i> <i>(Week 23)</i> i. <i>Task</i> <i>Examine the importance of tonal values and hues in the generating of concepts for 2-D and 3-D art and design works, etc.</i> ii. <i>Pedagogical Exemplars</i> <i>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.</i> iii. <i>Key Assessment</i> <i>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.</i> <i>(Week 24):</i> i. <i>Task</i> <i>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.</i> ii. <i>Pedagogical Exemplars</i>	
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	<i>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.</i> <i>iii. Key Assessment</i> <i>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.</i> <i>b) Art and Design Studio –</i> <i>(Week 23):</i> <i>i. Task</i> <i>Discuss the importance of manual/digital portfolios to the practice of selected local and international artists, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>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.</i> <i>iii. Key Assessment</i> <i>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.</i> <i>(Week 24):</i> <i>i. Task</i> <i>Discuss the importance of exhibition to the practice of selected local and international artists, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>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</i>	
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	<i>the 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.</i> <i>iii. Key Assessment</i> <i>Learners can present:</i> <i>Digital / manual (photographs, videos etc)</i> <i>documentation of the exhibition of at least four (4) local and international artists, etc.</i> <i>c) Physical Education and Health - Core</i> <i>(Week 23):</i> <i>i. Task</i> <i>Benefits are associated with a chosen career, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>In groups, discuss benefits associated with a chosen career using collaborative learning, etc.</i> <i>iii. Key Assessment</i> <i>Accept three responses on benefits associated with a chosen career, etc.</i> <i>d) Physical Education and Health - Elective</i> <i>(Week 23):</i> <i>i. Task</i> <i>Principles of coaching throws, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>In groups learners discuss the principles of coaching throws, etc.</i> <i>iii. Key Assessment</i> <i>Accept oral explanation on the principles of coaching throws, etc.</i> <i>(Week 24):</i> <i>i. Task</i> <i>Coaching on the phases of javelin throw, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Group demonstration of coaching of javelin, etc.</i> <i>iii. Key Assessment</i>	
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	<i>Accept a role play in coaching javelin, etc.</i> e) <i>Performing Arts –</i> <i>(Week 23):</i> i. <i>Task</i> <i>Including performing artworks from diverse cultures, reflecting a range of life experiences, and helping students connect with global perspectives, etc.</i> ii. <i>Pedagogical Exemplars</i> <i>Allowing learners to work independently, in pairs, or small groups based on their preferred working style and collaborative skills, etc.</i> iii. <i>Key Assessment</i> <i>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.</i> <i>(Week 24):</i> i. <i>Task</i> <i>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.</i> ii. <i>Pedagogical Exemplars</i> <i>Encouraging learners to maintain personal reflection journals where they can record their own life experiences, insights, and connections to others' stories, etc.</i> iii. <i>Key Assessment</i> <i>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.</i> 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	
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	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). <i>Note:</i> <i>Areas for vital review:</i> <i>a) Alignment between teacher manual and learning plans.</i> <i>b) Innovativeness of pedagogical choices</i> <i>c) Incorporation of GESI, SEL, national values and 21st century skills</i> <i>d) Differentiated instruction and assessment</i> <i>e) Appropriateness of crafted essential questions, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1b).	10 mins
4. Reflection on the session: ● Reflecting on what has been learned in the session. ● Advance preparation towards next PLC session	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	- Textbooks - Web references - Audio-visual resources - Projector - TLMs on indigenous Ghanaian art - Camera - Charts and illustrations - Paintings						
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. <i>Pedagogy</i> <i>Experiential Learning</i> - 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. <i>Manage Talk for Learning</i> - 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. <i>Problem-based Learning</i> - 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. <i>Key Assessment</i> - 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. <u>Activity 1 (40 minutes)</u> i. Provide learners with drawings, photographs, illustrations, paintings, videos, or real objects, etc. on indigenous Ghanaian art periods. <u>Activity 2 (40 minutes)</u> 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. <u>Activity 1 (40 minutes)</u> Learners examine drawings, photographs, illustrations, paintings, videos, or real objects, etc. on indigenous Ghanaian art periods. <u>Activity 2 (40 minutes)</u> 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 <i>In completing this part, refer to the Essential Questions to check that learning has taken place.</i>	
<u>Activity (15 minutes)</u> - 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, 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							
iv. 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. v. 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.*

vi. Key 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.
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
<u>Starter Activity (10 minutes)</u>	
<i>Video on art and design:</i> <i>Learners watch a short video on art and design from different countries in the world.</i> <i>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.</i>	

<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 <i>In completing this part, refer to the Essential Questions to check that learning has taken place.</i>	
<u>Activity (15 minutes)</u> d) What is your definition of the term art? e) Explain the scope of Art and Design in the real world. f) Offer opportunity to learners to ask questions for further clarification. b) 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> <i>Learners watch a short video on the any production chain/line in an industry within and outside Ghana.</i> <i>Let learners identify the product/products and state some of their uses.</i>	
<u>Introductory activity (25 minutes)</u> <i>i. Put learners into mixed groups.</i> <i>ii. Explain the term production and its relevance to the class by providing them with examples.</i> <u>Activity 1 (25 minutes)</u> <i>i. Encourage learners to ask questions based on the explanations provided.</i> <i>iii. Put learners in groups, let them identify factories, art galleries, and craft villages in Ghana.</i> <u>Activity 2 (50 minutes)</u> <i>i. Put learners in groups, and let them create 2-D and 3-D art and design works.</i> <i>ii. Guide learners to understand and discuss the processes used in creating them.</i>	<u>Introductory activity (25 minutes)</u> <i>i. Learners organize themselves into mixed groups.</i> <i>ii. Learners discuss among themselves the term production in relation to real activities and their relevance to society.</i> <u>Activity 1(30 minutes)</u> <i>i. Learners ask questions based on the explanations provided.</i> <i>iii. In groups, learners identify factories, art galleries, and craft villages in Ghana.</i> <u>Activity 2 (50 minutes)</u> <i>i. In groups, learners are guided to create 2-D and 3-D art and design works.</i> <i>ii. Learners are guided to discuss processes used in creating art works.</i>
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
<u>Level 3:</u> <i>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.</i>	
Lesson Closure <i>In completing this part, refer to the Essential Questions to check that learning has taken place.</i>	
<u>Activity (15 minutes)</u> <i>d) Learners display their works for appreciation.</i> <i>e) Offer opportunity to learners to ask questions for further clarification.</i>	

f) 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

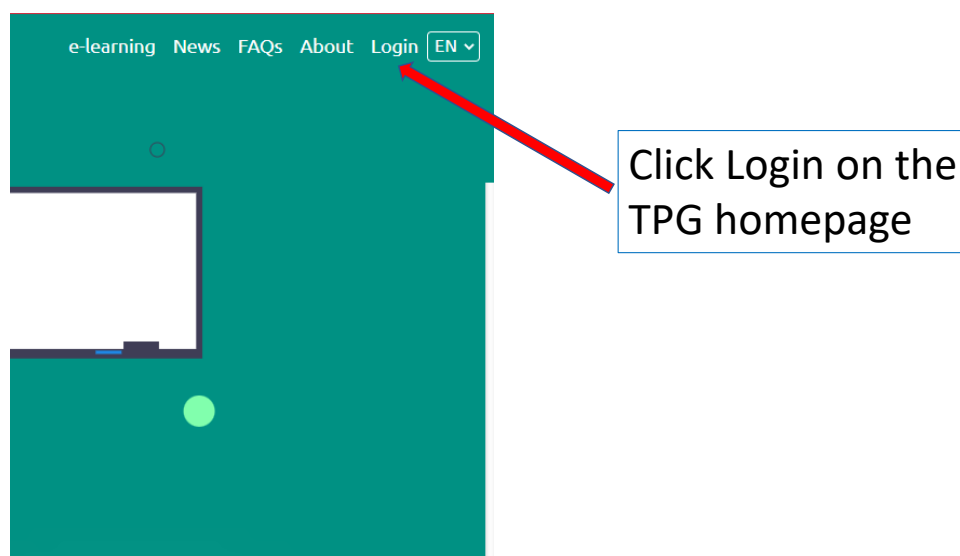
22. Areas for development

23. Next steps for teacher

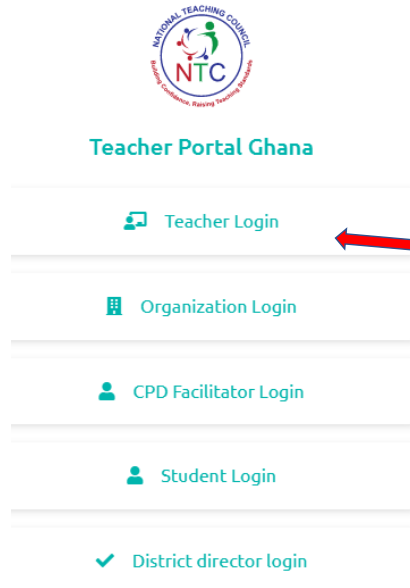
24. Additional Notes (on teacher's actions, the flow of activities, etc.)

HOW TO AWARD CPD POINTS TO DESERVING TEACHERS

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



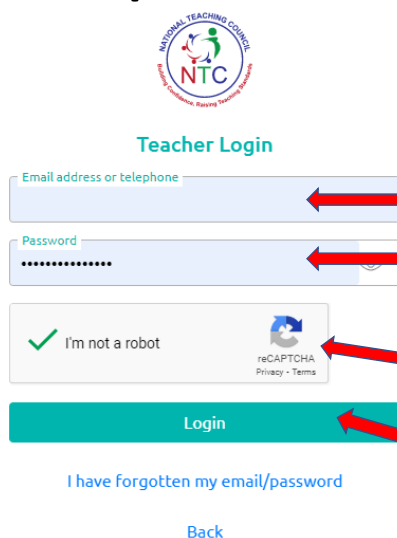
2. On the Login page, click Teacher Login



The image shows the 'Teacher Portal Ghana' login page. At the top is the NTC logo with the text 'NATIONAL TEACHING COUNCIL' and 'NTC'. 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 green checkmark icon), and a 'Login' button (with a blue robot icon). 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.

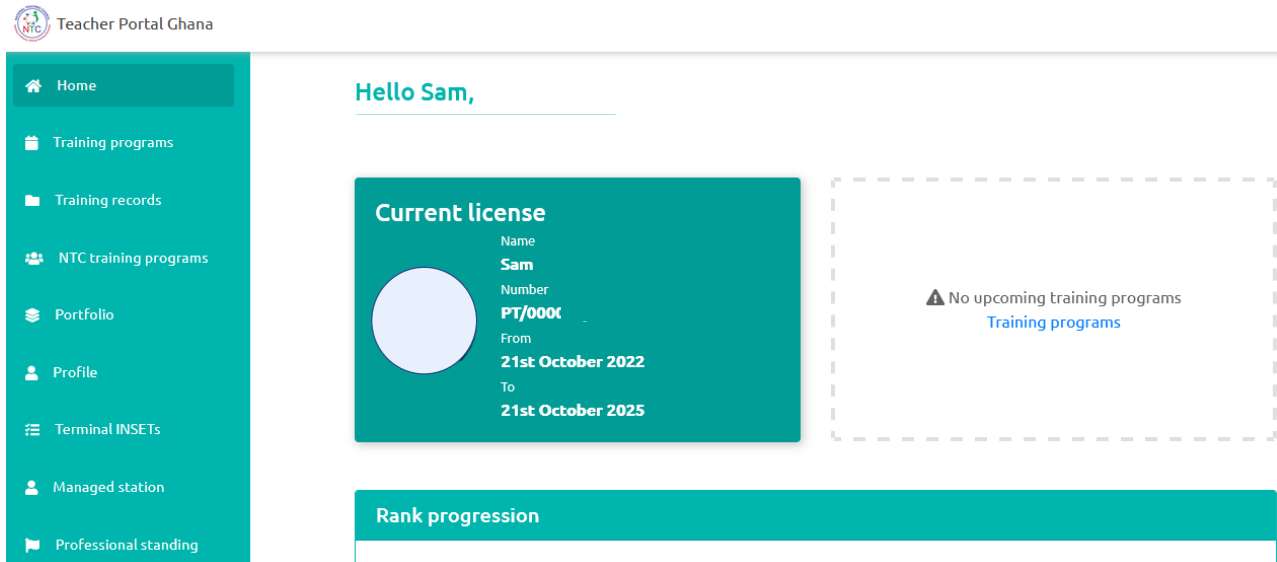
Enter your email address

Enter your password

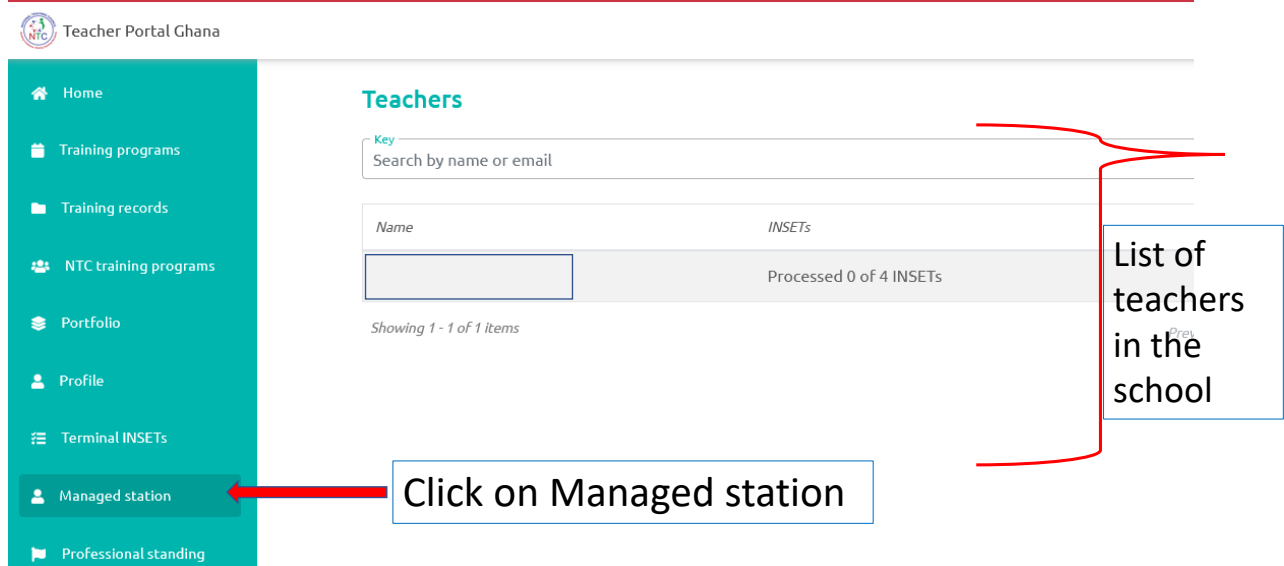
Check I'm not a robot

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)

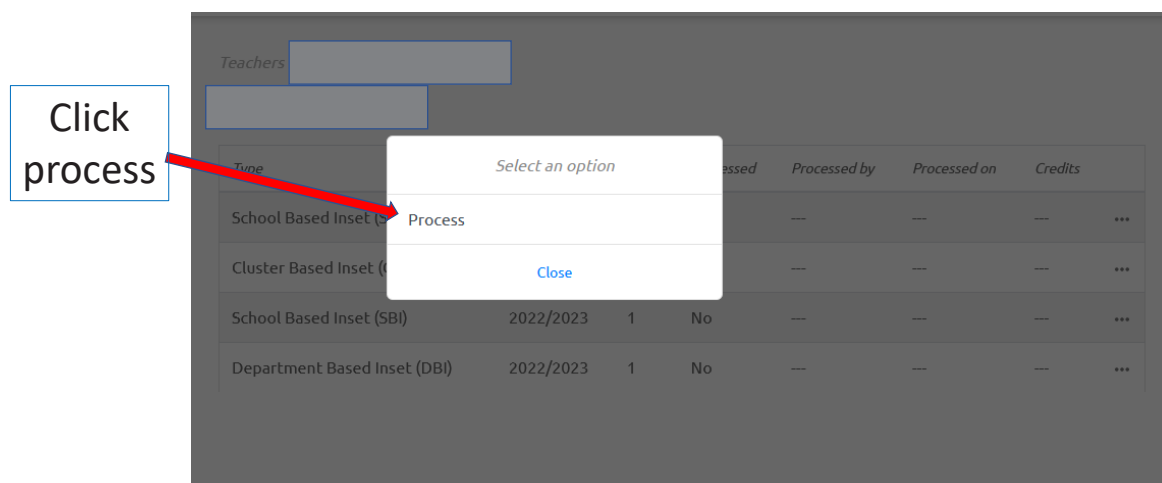
Teachers /

Click here to process

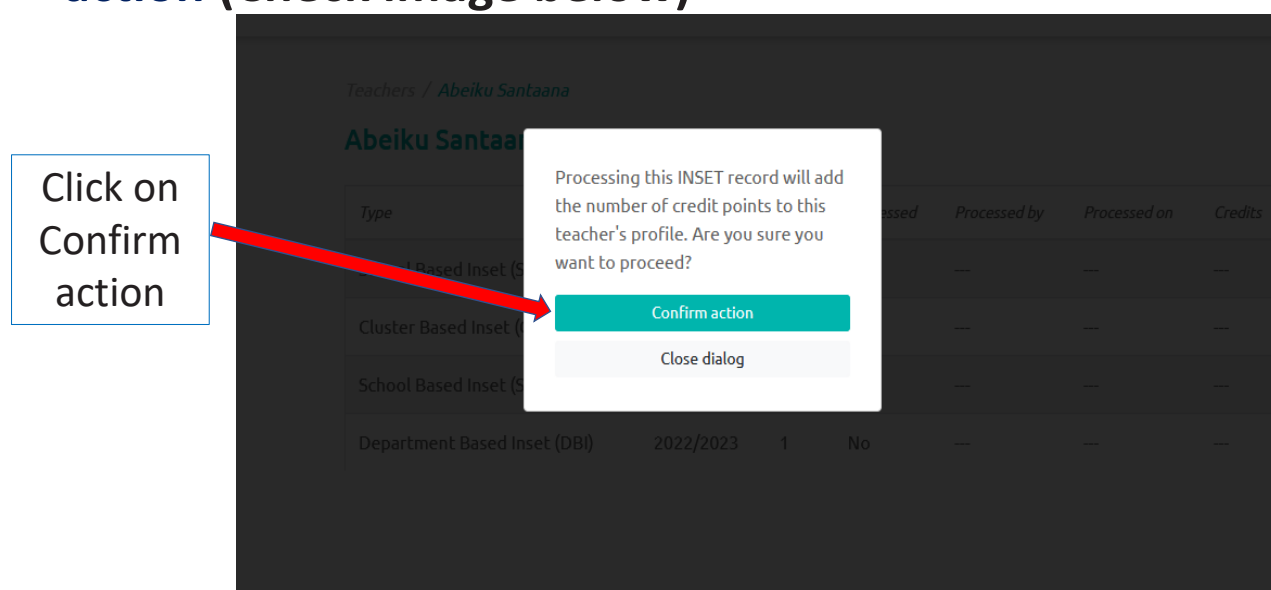
Type	Year	Term	Processed	Processed by	Processed on	Credits	
School Based Inset (SBI)	2022/2023	1	No	---	---	---	...
Cluster Based Inset (CBI)	2022/2023	1	No	---	---	---	...
School Based Inset (SBI)	2022/2023	1	No	---	---	---	...
Department Based Inset (DBI)	2022/2023	1	No	---	---	---	...

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 /

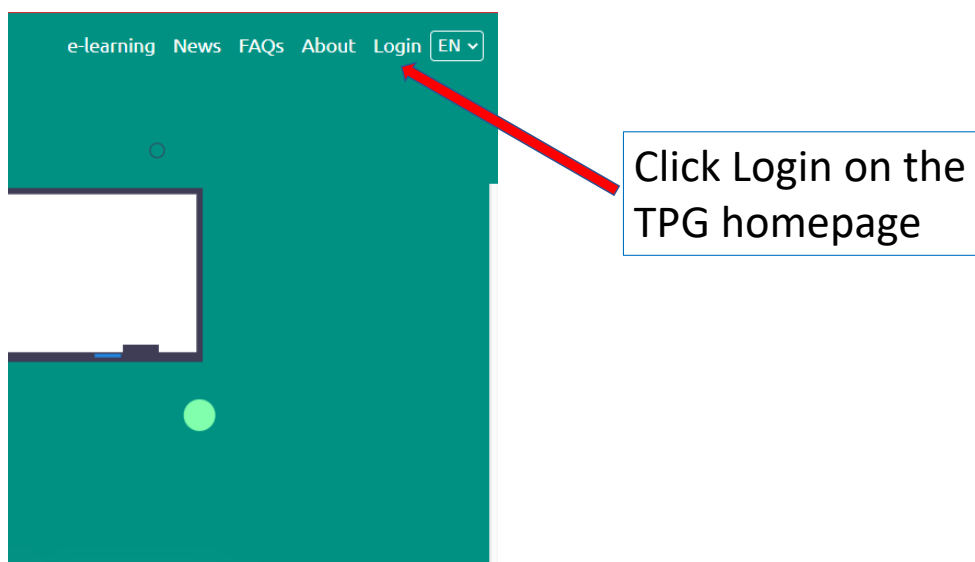
Points processed

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	---	---	---	...

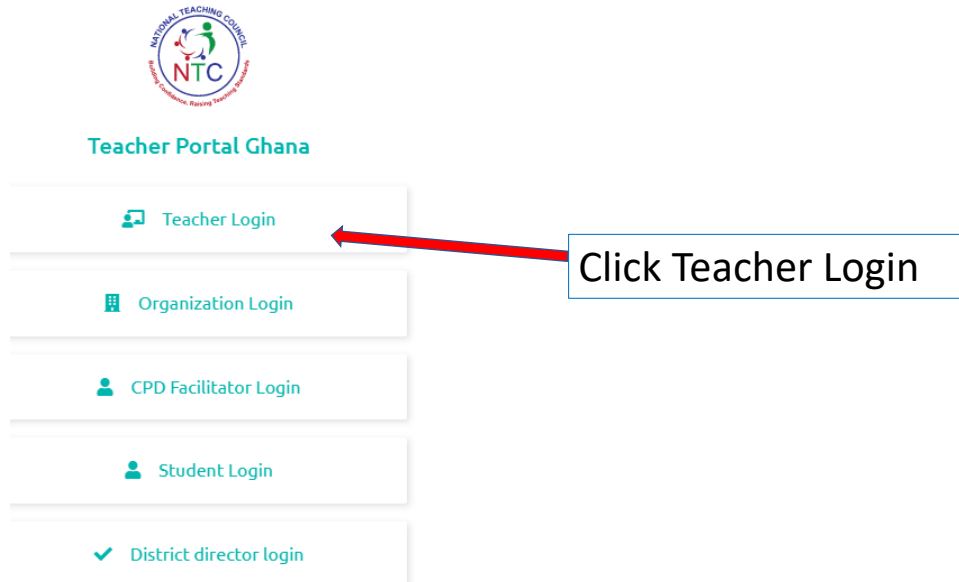
THANK YOU

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

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

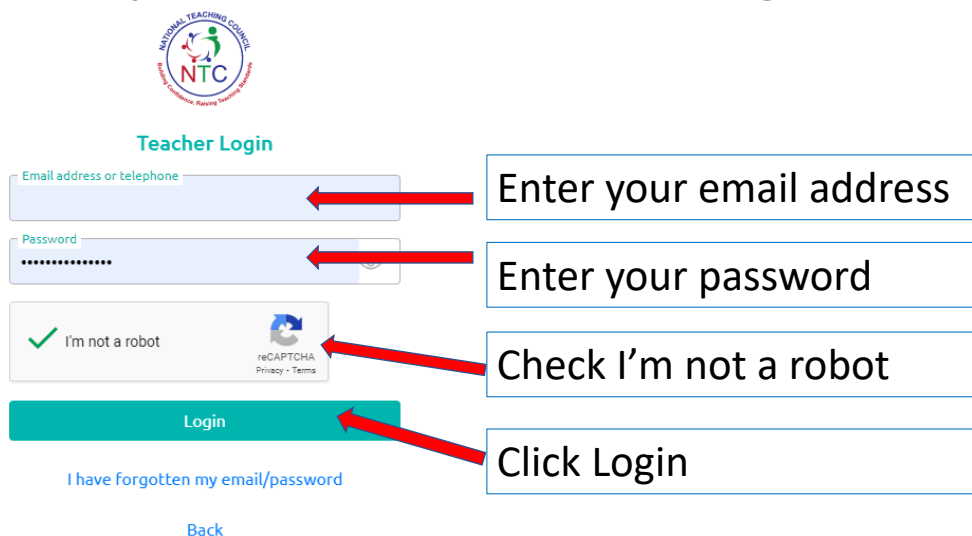


2. On the Login page, click Teacher Login



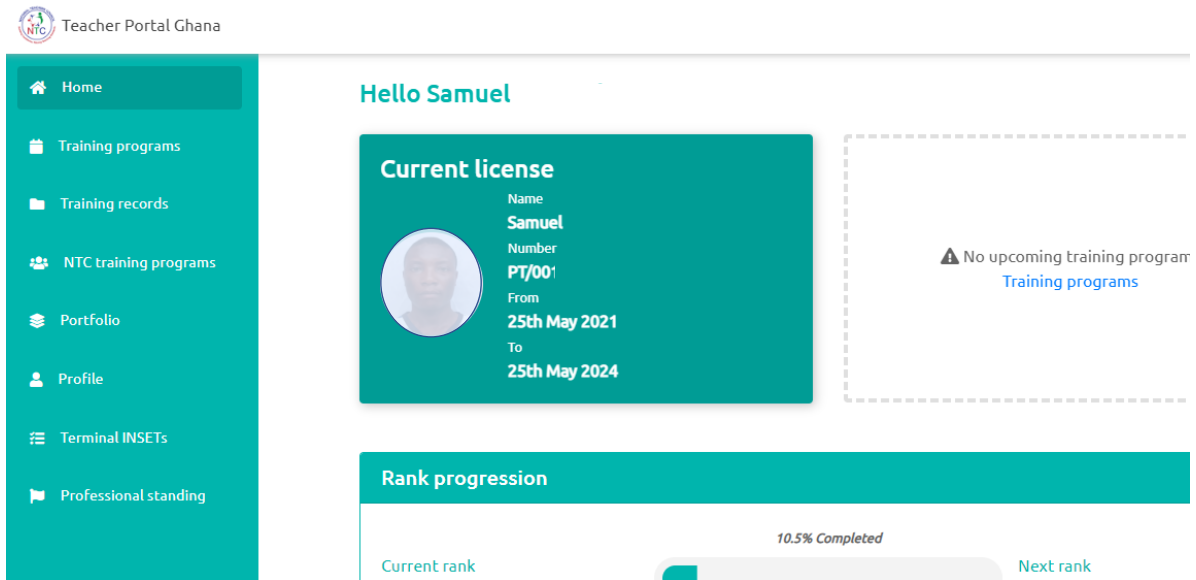
The image shows the 'Teacher Portal Ghana' login page. At the top is the NTC logo with the text 'NATIONAL TEACHING COUNCIL' and 'NTC' in the center. Below the logo is the title 'Teacher Portal Ghana'. There are five login options listed in a vertical stack: 'Teacher Login' (with a person icon), 'Organization 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



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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 says 'Click to view training records' with an arrow pointing to the 'Training records' menu item.

THANK YOU