

YEAR 2

SEMESTER 1

Four-Year B.Ed. Course Manual

TVET (VIRTUAL ARTS) CONCEPTS AND FOUNDATIONAL SKILLS IN DRAWING





The Government of Ghana



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FOREWORD

These Initial Teacher Education course manuals were developed by a team consisting of members from Colleges of Education and four universities namely the University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. This team was originally constituted by the National Council for Tertiary Education (now the Ghana Tertiary Education Commission) in 2019 to support the delivery of the new B.Ed. curriculum with assistance from T-TEL and UK Aid. The revision, finalization and printing of these manuals took place in 2021 with support from T-TEL and Mastercard Foundation.

The course manuals have been produced for use as general guides for the delivery of the new four-year B.Ed. curriculum in Colleges of Education in collaboration with their affiliated universities. They are designed to support student teachers, tutors and lecturers in delivering a complete B.Ed. course for training student teachers which meet the requirements of the National Teachers' Standards, enabling them to teach effectively in basic schools.

The first section of the manuals is focused on the course information and vision for the B.Ed. curriculum. The second section presents the course details, goal for the subject or learning area, course description, key contextual factors as well as core and transferable skills and cross-cutting issues, including equity and inclusion. The third section is a list of course learning outcomes and their related learning indicators. The fourth section presents the course content which is broken down into units for each week, the topic and sub-branches and their related teaching and learning activities to achieve the learning outcomes and the teaching and learning strategies. This is followed by course assessment components in section five. Each manual contains a list of required reading and references as well as teaching and learning resources. The final section presents course related professional development for tutors and lecturers to be able to use each section of the manual.

Field instructions to guide Supported Teaching in School are integrated into the course manuals to provide the student teacher with guidance in developing teaching throughout the entire period of study to be able to meet the requirements of the National Teachers' Standards (NTS) and the National Teacher Education Curriculum Framework (NTECF). To ensure maximum benefit the course manuals should be used in addition to other resources such as the NTS, NTECF, National Teacher Education & Assessment Policy and the National Teacher Education Gender Equality and Social Inclusion (GESI) Strategy and Action Plan. This will help to ensure that student teachers learning is integrated within the wider teacher education policy framework.

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

The course manuals were developed through the collaborative efforts of a team of individuals from Colleges of Education, University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba and University for Development Studies. They were produced in association with the Ghana Tertiary Education Commission of the Ministry of Education, Ghana.

A participatory team approach was used to produce these sets of resources for tutors/lecturers, mentors and student teachers. We are grateful to the specialists who contributed their knowledge and expertise.

Special thanks to Professor Jophus Anamuah-Mensah - T-TEL Key Advisor, Dr. Eric Daniel Ananga T-TEL Key Advisor for Curriculum reform and Beatrice Noble-Rogers who provided key editorial, review and content input and facilitated the process of drafting and finalising the course manual.

Patricia Appiah-Boateng and Gameli Samuel Hahomene, served as typesetting and formatting coordinators and designed and produced the illustrations, tables and other graphics which appear in the pages. They spent time and effort designing and redesigning the graphic layout and producing the camera-ready copies resulting in a set of materials that are easy to use, read and reference.

Thanks also goes to all T-Tel staff members who worked to support production of these course manuals, particularly Beryl Opong-Agyei and Gideon Okai. Their frankness and co-operative attitude complimented the team is approach used to produce these manual.

We are indebted to the Ministry of Education and the Ghana Tertiary Education Commission (GTEC) for the general support and specific helpful advice provided during production of the course manuals. Recognition and thanks must go to Chief Technical Advisor for T-TEL and Policy Advisor to the National Education Reform Secretariat, Akwasi Addae-Boahene, Prof. Mohammed Salifu, the Director General of GTEC and Mr. Jerry Sarfo the coordinator for the colleges of education, who in diverse ways supported during the course manual writing workshops.

In addition to all the staff who participated visibly in the development of these materials we would like to acknowledge all those people from the many colleges of education and universities in which we have worked and who have directly or indirectly, shared their views on the curriculum with us.

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

Following the accreditation of the B.Ed. by the national accreditation Board with its recognition as a world class teacher education curriculum, the decision was taken to support effective implementation through the development of course manuals. The course manuals provide tutors and lecturers with the materials necessary to support teaching each of the B.Ed. courses. The manuals adhere directly to, and emphasise, the principles and standards set out in the NTS, NTECF and in the B.Ed. and will help ensure operationalising the Government's teacher education reform Policy.

The manuals serve the following purposes:

- they are the key educational agreements between the training institution and the student teachers. In this way student teachers know what the expectations are for them and for the training they will receive.
- they lay out the course outcomes, content, strategies, and assessment, thereby providing direction to and consistency in training and B.Ed. implementation among tutors across the country.
- they are explicit documents that provide other institutions with information on which to base transfer/articulation decisions.

Specifically, they also:

- support coherent lesson planning and teaching which will enable student teachers to achieve the NTS and become good teachers who ensure all pupils' learning whilst offering tutors the flexibility for adaptation for local needs and contexts.
- Provide a lesson by lesson overview of the course, building on and developing the material in the course specifications.
- Inform tutors, student teachers and others working with student teachers about:
 1. What is to be taught and why.
 2. how it can be taught.
 3. how it should be assessed.
- Provide opportunities for student teachers to develop and apply knowledge during supported teaching in school, creating a strong bond between learning in school and in the training institution.
- Reflect the stage of student teacher development, set out in the model for progress across the four years of the B.Ed.
- Can be used as self-study tools by student teachers.
- Ensure that all information necessary to inform teacher training is in one place (serves as reference document).
- The manuals are the basis of the codes and university professional development sessions to ensure Principals, tutors, lecturers and heads of department are fully familiar with the details of: courses, outcomes, content, approaches, assessments and lessons.

Who are course manuals for:

- College of Education Tutors
- Teacher Education University Lecturers
- Student Teachers
- Mentors and Lead Mentors
- All Those with An Interested In Teacher Education.

USING THIS MANUAL

Writers of the manuals engaged widely with colleagues in each subject area at each stage of development. Besides, writers envisaged themselves in varied contexts as they wrote, to suggest methodologies and strategies for teaching the strands which would ensure student teachers are enabled to achieve the learning outcomes. In view of our commitment to creativity, problem solving, collaboration and to lifelong learning, we expect that individual tutors will “own” their manuals and become user-developers. Lessons in the manuals will be strands for weekly Pd meetings where tutors/lecturers will situate the lessons in the contexts of their colleges and their student teachers, to maximize the benefits.

It is also expected that tutors will model the best pedagogic practices for student teachers. Key among such practices is the communication of the importance of having a personal teaching philosophy. We expect that tutors and lecturers will explicitly communicate their personal teaching philosophies to their student teachers during the first meeting of every course. In preparation for this, we suggest you set out your personal teaching philosophy and how it will be demonstrated in your teaching using, or adapting, the sample sentence introductions below.

My teaching philosophy is

In view of this philosophy, I will facilitate this course by/through

A. Course information

1. Goal for the Subject or Learning Area

Drawing is the foundation of all Visual art domains. The course, **Concepts and Foundational skills in Drawing**, therefore aspires to prepare new teachers to be well grounded in basic drawing and who will be imbued with core values and competencies of Visual Art and can support all students learning in a modern technologically driven society that is inclusive.

2. Key contextual factors

The education system has focused on preparing students for examinations, instead of helping them to develop the relevant industry and entrepreneurial skills which could enable them function successfully in life. Visual arts provide the solution by equipping learners with life skills. There are variety of Visual arts domains but drawing is a key foundational requirement for all. Poor drawing skills will eventually result in poor designs. In addition, student teachers will be expected to explore and experiment with relevant ICT software applications such as CorelDraw, Paint, InDesign, Photoshop, etc. as they go through the design and manufacturing processes as a way of equipping them with employability skills needed within the context of the growing technological and multicultural setting.

3. Course Description

This course is designed to build upon the *Foundations of Social Studies and Technical, Vocational Education and Training(SSTVET)* which laid the foundation to skills acquisition to community development. The **Concepts and Foundational skills in Drawing** as a course, aspires to introducing student teacher to foundational skills in drawing as a first step to acquiring more sophisticated skills in higher levels. Student teachers shall be exposed to various types of drawing, composition, layouts as well as creating values and tones. They will also interact with nature and man-made environments, landscapes, seascapes as well as various drawing media. These shall involve practical studio work where student teachers will interact with tools/equipment and materials as a way on inculcating in them the necessary manipulative skills. In addition to operational (drawing and shading/painting) skills, the student teachers will also be introduced to the scientific principles governing drawing and the right attitudes and practices in the studio and to work in general. They will be expected to explore and experiment through the process of ideation different procedures, processes with variety of drawing tools and materials leading to the production of **pictures and designs**.

They will explore the concept of creativity and apply its principles in the ideation processes. In addition, the student teachers will explore and experiment with relevant ICT software applications such as CorelDraw, Paint, InDesign, Photoshop, etc. through the design processes.

The student teachers will further reflect on their professional practice by engaging positively with colleague students, mentors, and other stakeholders and build portfolios reflecting a better understanding of the JHS TVET curriculum, the learner and the learning environment by showing growing comprehension and application of the concepts of inclusivity, equity, access for all learners irrespective of ability, gender or socio-economic status and cultural background.

This course will be assessed through written examinations/tests, portfolio, studio practice, written/oral reports, observation, class attendance and participation, as well as peer and self-assessment. The written examinations and tests constitutes 30% while the more authentic assessments constitutes 70%

(reference from NTS p12 b,e,g; NTS p13c,e, NTS p14d,e,f,g,l,k; NTECFp18,20,21)

4. Core and transferable skills and cross cutting issues, including equity and inclusion

Core and transferable skills: Problem-solving skills (CLO1,2,3,4), personal motivation (CLO1, 2,3,4,5) civic literacy, team-work/ collaborative skills, analytical skills, critical thinking, creative and innovative skills, inquiry (CLO1-5).

Cross-cutting issues: Gender, equity and inclusivity, professional attitudes and values, assessment strategies, action research, reflective thinking.

Course Title	Concepts and Foundational Skills in Drawing						
Course Code	Course Level: 200		Credit value: 3		Semester 1		
Pre-requisite	Foundations of Social Studies and Technical Vocational Education and Training (TVET)						
Course Delivery Modes	Face-to-face	Practical Activity	e-learning Opportunities	Independent Study	Seminars	Work-Based Learning	Practicum
Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)	<p>This course is designed for 'Developing Teaching' in the Visual Arts student teacher to strengthen his/her skills in all the six content and concept areas of TVET in relation to Drawing.</p> <ol style="list-style-type: none"> 1. The Concept, Purpose, Types and Uses of Drawing 2. Drawing Tools, Equipment and Materials: Uses and Maintenance 3. Fundamental Skills in Drawing and Composition 4. Introduction to Still Life Drawing 5. Drawing from Nature 6. Independent work and Studio Practice <p>The student teacher at this stage goes through basic concepts, philosophies, processes and explore with available drawing tools and materials by sketching, drawing, tracing, scaling, shading, painting etc. As prerequisite skills for ideation, documentation of issues, idea development, product design and preparation of teaching and learning materials.</p> <p>The developing student teacher undertakes independent work and studio practice in pursuance of refined illustrative and observational skills through constant practice using wide range of tools and materials from nature to reflect the principles of greening TVET. The student teacher is expected to develop tools and materials using local resources where necessary. He/she further demonstrates critical understanding and observation of workshop, safety rules as well as the proper use and maintenance of tools/equipment.</p> <p>The student teacher develops the capacity to operate both independently and collaboratively at this stage. He/she engages in studio research and collaborative activities with both colleague and mentors through coaching, mentoring during supported teaching sessions. The student teacher adopts a problem solving approach to identifying problems in the school community or immediate environment (participatory action research) and applying his/her critical thinking, problem solving, collaborative, communicative, creative/innovative and ICT skills to design and produce suitable and appropriate TLMs.</p> <p>As part of his/her professional development, the 'Developing' student teacher also reflects on experiences in his/her school placement and apply concepts in TVET to plan and address issues of safety, health and hygiene (in the learning environment) as well as inclusivity, equity, access for all early adolescent learners irrespective of ability, gender or socio-economic status and cultural background.</p> <p>The course will be taught using discussions, talk for learning approaches, demonstration and hands on activities. This course will be assessed through examinations, tests, portfolio, reports, peer and self-assessment modes NTS p1 b, e, g; NTS p 2c,e, NTS p3d,e,f,g,l,k; NTECFp18,20,21</p>						
Course Learning Outcomes: including INDICATOR S for Each learning outcome	Outcomes			Indicators			
	CLO.1. Demonstrate knowledge, understanding and skill in basic concepts of composition, still life drawing and drawing from nature. NTECF p 21; NTS 2,c			<ol style="list-style-type: none"> 1. Apply the concepts of composition, still life drawing and drawing from nature in producing drawings using variety of tools and materials. 1.2. Display sample exploratory drawings depicting the use fundamental skills in drawing and composition. 1.3. Exhibit portfolio of still life drawings and drawings form nature. 			
	CLO.2. Demonstrate knowledge, understanding and skill in identification, use, maintenance and production (development) of basic drawing tools, equipment and materials using local resources. NTECF p 21; NTS 2c			<ol style="list-style-type: none"> 2.1. Display a chat of drawing tools, equipment and materials indicating how they are used and maintained. 2.2. Exhibit drawing tools and materials made from local resources. 2.3. Present a written report reflecting on how their products will advance the concept of Greening TVET 			

	CLO.3. Demonstrate skills of working independently and collaboratively (with both sexes and variety of ability groups) during studio practice and during school placement sessions. NTS p1 a, e; 2 b, e; 3 i,		3.1. Exhibit portfolio of sketches from independent and collaborate study during studio practice. 3.2. Reflect on observations of drawings during supported teaching, noting diversity of talents and abilities of learners and record same in their student reflective journal (SRJ).	
Course Content	Units	Topics:	Sub-topics (if any):	Teaching and learning activities to achieve learning outcomes
	1	The Concept, Purpose, Types and Uses of Drawing	Foundational concepts of drawing <ul style="list-style-type: none"> • What is drawing? - a formal artistic creation rendered linearly • Why do people draw? - To relief stress etc. • What are the types of drawing? - Freehand - Mechanical What are the uses of drawings? - Documentation - To explain an idea etc.	Tutor-to-student presentations /student- to- student presentations of a report on the research conducted using library/OERs on the concept, purpose, types and uses of drawing.
	2	Drawing Tools, Equipment and Materials: Uses and Maintenance	<ul style="list-style-type: none"> • Identification e.g. naming, handling, describing, manipulating, drawing, • Handling and uses • Care and maintenance • Preservation and storage 	Student teachers (individual or group) visit libraries, art studios to interact and research into drawing tools, equipment and materials. Student teachers with the guidance of Tutors produce and experiment with simple tools and materials from the environment.
	3	Fundamental Skills in drawing and composition	<ul style="list-style-type: none"> • Basic strokes with the pencil • Creating values and tones by shading • Creating shapes and forms (cubic objects) • Drawing cylindrical objects • Drawing spherical objects • Composition of objects from basic forms 	Student teachers undertake series of trials and exploratory drawing activities using the fundamental skill acquisition guide and present a portfolio of thump-nail sketches and sample drawings. Exposure of student teachers to the use of ICT drawing tools like Coral draw, Paint, etc. Student teachers produce a portfolio of drawings using variety of tools and techniques.
	4	Introduction to Still Life Drawing	<ul style="list-style-type: none"> • Layout and composition • Blocking • Provision of details 	Student-student/tutor-student guidance and coaching amidst series of practical trials using the basic rudiments and guidelines for still life drawing exhibit a portfolio of drawings.
	5	Drawing from Nature	<ul style="list-style-type: none"> • View finder • Sketching from landscapes • 5-minute sketches from nature • Developing/building landscape drawings - 	Student-student/tutor-student guidance and coaching amidst series of practical trials using the basic rudiments and guidelines for drawing in nature and exhibition of a portfolio of drawings from nature.

			Different Shading Techniques: Regular Shading, Irregular Shading, Circular Shading, Directional Shading, Adding Tones and Values	
	6	Independent work and Studio Practice	<p>Making drawings to serve a need e.g. redesigning an existing product or designing a new one</p> <ul style="list-style-type: none"> • A theme/topic • A design brief • Source inspiration • Designing of a product based on the selected theme • Appreciation and criticism of designed product. 	<p>Exhibition of drawings from independent and collaborative works</p> <p>Portfolio of reflections during supported teaching in the student reflective journal (SRJ).</p>
Course Assessment: (Educative assessment of, for and as learning)				
	<p>Component 2: Portfolio /Studio practice/hands-on demonstrations</p> <ul style="list-style-type: none"> • A report on the concept, purpose, types and uses of drawing • A chat of drawing tools, equipment and materials indicating how they are used and maintained and a report on reflective Greening TVET. • PowerPoint presentation or a portfolio of collaborative activities during school practice with reflective notes in the student reflective journal (SRJ), paying greater attention to diversity, equity and inclusivity. <p>Weighting: 30 %</p> <p>Assesses Learning Outcomes: CLO.1, CLO.2 and CLO.6</p>			
	<p>Component 2: Projects/ Project Portfolio/Exhibition</p> <ul style="list-style-type: none"> • Exhibits of drawing tools, equipment and materials made from local resources • Display of sample exploratory drawings depicting the use fundamental skills. • Exhibits of a portfolio of Still Life Drawings • Exhibits of a portfolio of Drawings from Nature • Exhibit of drawings of independent works <p>Weighting: 30 %</p> <p>Assesses Learning Outcomes: CLO.2, CLO.3, CLO.4, CLO.5 and CLO.6.</p>			
	<p>Component 3: Examination/tests:</p> <ul style="list-style-type: none"> • Demonstrate substantial knowledge and understanding of the concept, purpose, types and uses of drawing • Demonstrate knowledge and understanding of the uses and maintenance of drawing tools, equipment and materials. <p>Weighting: 40 % Assesses Learning Outcomes: CLO.1 and CLO.2</p>			
	<p><u>NTS (1) -Professional Values and Attitudes</u> Professional Development The Teacher(s): b) Improves personal and professional development through lifelong learning and Continuous Professional Development. . e) Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice. g) Sees his or her role as a potential agent of change in the school, community and country. <u>NTS (2) Professional Knowledge</u> Knowledge of educational frameworks and curriculum The Teacher:</p>			

	<p>c) Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.</p> <p>e) Understands how children develop and learn in diverse contexts and applies this in his or her teaching.</p> <p><u>NTS 3-Professional Practice</u></p> <p>d) Manages behaviour and learning with small and large classes.</p> <p>e) Employs a variety of instructional strategies that encourages student participation and critical thinking.</p> <p>f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.</p> <p>g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.</p> <p>h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.</p> <p>i) Explains concepts clearly using examples familiar to students.</p> <p>j) Produces and uses a variety of teaching and learning resources including ICT, to enhance learning. Assessment The Teacher:</p> <p>k) Integrates a variety of assessment modes into teaching to support learning.</p> <p>NTECFp18,20,21</p>
Instructional Resources	ICT tools, computer, projectors, easels, paper, pen/pencils/pastels, charcoal/poster/gouache, etc.
Required Text (core)	Barrington, B (2009). The complete book of drawing. Arcturus Publishing Ltd
Additional Reading List	Barrington, B. (2009). The fundamentals of Drawing. A complete professional course for artists, Arcturus Publishing Ltd, London
	Barrington, B. (2009). Drawing for Beginners- a step by step guide for successful Drawing, Arcturus Publishing Ltd, London Willebrink, M. (2007). Drawing for absolute beginner (Art for absolute Beginner). F &W Publishers, Ohio- USA.

LESSON 1

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	The Concept, Purpose, Types and Uses of Drawing			Lesson Duration	3 hours		
Lesson description	<p>The Visual Arts is an area of study within the context of the growing multicultural setting of Ghana. This lesson involves the use of various tools and teaching and learning strategies to verify the <i>Concept, Purpose, Types and Uses of Drawing</i> as part of national development. This lesson is also to prepare student teachers to demonstrate independent thinking, research, and creative skills through research and presentation.</p> <p>NTS 1b, 2c, 2f, 3d, 3e, 3f,</p>						
Previous student teacher knowledge, prior learning (assumed)	<p>Student Teachers:</p> <ul style="list-style-type: none"> illustrate shapes and concepts in mathematics, science and other subjects. are able to identify and name some Visual Art products 						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Misconceptions about Visual Art. Religious and cultural background of students. Students' attitude towards activity-based learning Individual needs of learners 						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity ✓	Work-Based Learning	Seminars	Independent Study ✓	e-learning opportunities ✓	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Tutor -to-student presentations /student- to- student presentations using charts, concept maps and spidergrams on the research conducted using library/OERs on the concept, purpose, types and uses of drawing.</p> <p>Practical Activity: Tutor -to-student presentations /student- to- student presentations using charts</p> <p>Independent Study: concept maps and spidergrams on the research conducted</p> <p>e-learning opportunities: using library/OERs to appreciate the concept, purpose, types and uses of drawing</p>						
Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	<ul style="list-style-type: none"> The purpose of this lesson is to introduce student teachers to the basic processes and importance of representing objects and scenes on two-dimensional surfaces. The lesson is also intended to provide opportunity for student teachers to become conscious of their strengths, competencies and skills within the Visual Arts domains and a critical and make informed capability in idea development as well as in basic design processes. It also serves as a pivot for life-long learning. <p>Ultimately, the lesson shall seek to prepare student teachers to demonstrate collaborative skills, independent thinking, inter-personal skills, manipulative and creative skills.</p> <p>NTS 1b, 2c, 2f, 3d, 3e, 3f,</p>						
Learning Outcome for the lesson, picked and developed from the course specification	Learning Outcomes: By the end of the lesson, the student teacher will be able to:	Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.			
Learning indicators for each learning outcome	LO.1. Demonstrate knowledge and understanding of the concept and importance of drawing,	1.1 Present chart on the group discussions about the concept of drawing.	1.2 Present a chart on the importance of drawing.	<p>Student teachers work in mixed ability and gender inclusive groups as well as independent study, using their phones and other electronic devices to surf the internet for information to attain:</p> <ul style="list-style-type: none"> ✓ Communication skills ✓ Digital literacy-information 			

	LO2. Demonstrate knowledge and skill in exploring Open Educational Resources (OERs) in identifying the types of drawing as well as their uses.	1. Display a chart / spidergram on the types of drawing and their uses.	communication & technology (ict) skills ✓ Equity, inclusion and collaboration ✓ Communication skills ✓ Digital literacy-information ✓ Gender issues ✓ Issues of SEN (Special Education Needs)	
Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
	Introduction: Preparations for use of course manual and Pre-Learning interactions	25 Minutes	<ul style="list-style-type: none"> Self-introduction (if tutor is teaching the class for the first time) Tutor initiates discussion on course manual emphasising the objectives, learning outcomes, course content reference materials and assist students to appreciate the transition from upper primary to JHS. Tutor facilitates student teacher transition to the new lesson with the use of 'Know, Want to know and Learnt (KWL)' Tutor guides student teachers' revision of previous knowledge on shapes and forms as illustrated in mathematics, science and other subjects as well as in Visual Art products. 	<ul style="list-style-type: none"> Student teachers discuss the course manual and what they expect to learn by the end of the course. Student teachers in groups, note down what they already know about the topic and what they want to learn from the lesson. Student teachers use Shower thoughts to revise their knowledge and understanding of shapes and forms. Students to make quick sketches of shapes and forms they have identified
	The concept of Drawing.	40 Minutes	Brain Storming i. Tutor facilitates a brainstorming session to enable students explain the concept of drawing. ii. Tutor, through group work, guides student teachers to explore OERs to explain concept of drawing.	<ul style="list-style-type: none"> ✓ students explain the concept of drawing through brainstorming. ✓ Student teachers use OERs to explore the concept of drawing and present findings on a chart
Purpose, Types and Uses of Drawing	90 minutes	Group Work <ul style="list-style-type: none"> Tutor guides individual student teachers to explore or investigate the <ul style="list-style-type: none"> ✓ purpose of drawing, ✓ types of drawing and ✓ uses of drawing. Students then share their findings in pairs, groups and finally whole class. 	<ul style="list-style-type: none"> • Student teachers use a "think, pair and share" learning strategy. ✓ Students investigate task using OERs. ✓ Students share findings in pairs. ✓ There is further discussion in groups. ✓ Groups present their findings (charts /Spidergrams/concept maps etc) ✓ Group presentation for whole class discussion 	

		25 minutes	Reflection Tutor guides student teachers to reflect on lesson by asking students appropriate and relevant questions.	<ul style="list-style-type: none"> • Student teachers exhibit their flipcharts for gallery walk. • Student teachers respond to questions asked. • Clean up
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>Summary of Assessment Methods: Component 2: Portfolio (Documentation / presentation of reports, charts, spidergrams etc.) Assessment type: Assessment as learning Category of assessment: Continuous Assessment. Learning outcomes to be assessed:</p> <ul style="list-style-type: none"> ✓ Students teachers make oral presentation in mixed ability/gender groups on the concept, purpose, types and uses of drawing based on the chart prepared ✓ Student teachers use Open Educational Resources (OERs) in identifying the types of drawing as well as their uses. LO.1., LO.2. NTS 1b, 2c, 2e, 2f, 3d, 3e, 3f. <p>Weighting: (non-scoring)</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> • Mobile Phones, laptop computer/PCs, Internet facility and Textbooks 			
Required Text (core)	Ocvirk, G.O., Stinson E.R., Wegg P., Bone O. R. and Cayton L. D. (2002) <i>Art Fundamentals: Theory and Practice</i> (9 th Ed.). New York; McGraw – Hill companies Inc.			
Additional Reading List	<ul style="list-style-type: none"> • Gene A. M (2006) <i>Art in Focus</i>, McGraw Hill. New York. • Amenuke, S. K et al. (1999), <i>General Knowledge in Art for Secondary Schools</i>, Accra. Ministry of Education. • Agyarkoh E. (2016) <i>Graphic Communication Design for Schools and Colleges</i>. (first edition). Cape Coast Pas-Let Business Centre. • Stanyer, P. (2013) <i>A complete book of drawing techniques: A professional guide for artists</i>. London Arcturus Publishing Ltd. • Ryder, A. (2000). <i>The Artist's complete guide to figure drawing: A contemporary perspective on the classical tradition</i>. New York: Watson - Guphill Publications. • Gene, F. (2004). <i>The art of pencil drawing</i>. Irvine: Quayside publishing group. • Fulcher, A. et al, (1998). <i>Painting and Decoration: An information manual</i> (4th edition) United Kingdom: Blackwell Publication. 			
CPD Needs	Training in the use of Power-Point presentation, use of search engines (Google, Vista, Khan Academy, Coursera, Udemy, MOOCs. etc) PDP- Team 5, Group work (PDP- Team 4)			

LESSON 1

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Drawing tools, equipment and materials: Uses and Maintenance				Lesson Duration	3 hours	
Lesson description	<p>Visual Arts is an area of study within the context of the growing multicultural setting of Ghana. This lesson involves the use of various tools and teaching and learning strategies to verify Drawing tools, Equipment and Materials as well as their uses and maintenance. This lesson is also to prepare student teachers to demonstrate independent thinking, research, and creative skills through research and presentation.</p> <p>NTS 1b, 2c, 2f, 3d, 3e, 3f,</p>						
Previous student teacher knowledge, prior learning (assumed)	<p>Student Teachers:</p> <ul style="list-style-type: none"> • Can explain the concept, purpose, types and uses of drawings. • are able to explore tasks using appropriate OERs. 						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Misconceptions about Visual Art. • Religious and cultural background of students. • Students' attitude towards activity-based learning • Individual needs of learners 						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity ✓	Work-Based Learning	Seminars	Independent Study ✓	e-learning opportunities ✓	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Tutor -to-student presentations /student- to- student presentations using charts, concept maps and spidergrams on the research conducted using library/OERs on drawing tools, equipment and materials as well as their uses and maintenance.						
Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	<ul style="list-style-type: none"> • The purpose of this lesson is to introduce student teachers to basic drawing tools, equipment and materials as well as their uses and maintenance relevant to procedures and practices in drawing. The lesson is also intended to provide opportunity for student teachers to become conscious of what is expected of them in the planning and execution of drawing activities and make informed capability in handling and maintaining drawing tools. It also serves as a pivot for life-long learning. <p>Ultimately, the lesson shall seek to prepare student teachers to demonstrate collaborative skills, independent thinking, inter-personal skills, manipulative and creative skills.</p> <p>NTS 1b, 2c, 2f, 3d, 3e, 3f,</p>						
Learning Outcome for the lesson, picked and developed from the course specification	Learning Outcomes: By the end of the lesson, the student teacher will be able to:		Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.		
Learning indicators for each learning outcome	<p>LO.1. Demonstrate knowledge and understanding of drawing tools, equipment and materials</p> <p>LO.2. Demonstrate knowledge and skill in the maintenance and storage of drawing tools</p>		<p>1. Present chart on drawing tools, materials and equipment after researching through OERs.</p> <p>2.1 Present a chart on, and demonstrate the processes involved in maintaining and storing drawing tools.</p> <p>2.2 Present a chart on the importance of maintaining and storing drawing tools, materials and equipment.</p>		<p>Student teachers work in mixed ability and gender inclusive groups as well as independent study, using their phones and other electronic devices to surf the internet for information to attain:</p> <ul style="list-style-type: none"> ✓ Communication skills ✓ Digital literacy-information communication & technology (ict) skills ✓ Equity, inclusion and collaboration ✓ Communication skills ✓ Digital literacy-information 		

	LO.3. Demonstrate knowledge and skill in the production of simple drawing tool and experiment to confirm their utility.	3. display /exhibit sample self-made drawing tools	<ul style="list-style-type: none"> ✓ Gender issues ✓ Issues of SEN (Special Education Needs) 												
Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent												
			<table border="1"> <thead> <tr> <th>Teacher Activity</th> <th>Student Activity</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> ✓ Tutor guides student teachers' revision of previous knowledge on the Concept, Purpose, Types and Uses of Drawing • Tutor facilitates student teacher transition to the new lesson with the use of 'Know, Want to know and Learnt (KWL)' <p>Tutor facilitates student teachers' sharing of experiences from their School placement programme</p> </td> <td> <ul style="list-style-type: none"> ✓ Student teachers use Show thoughts to revise their knowledge and understanding of the Concept, Purpose, Types and Uses of Drawing ✓ Student teachers in groups, note down what they already know about the topic and what they want to learn from the lesson. <p>Student teachers' share experiences from their School placement programme</p> </td> </tr> <tr> <td> <p>Drawin g tools, equip ment and materi als</p> </td> <td> <p>40 Minutes</p> </td> <td> <p><u>Brain Storming</u></p> <p>i. Tutor facilitates a brainstorming session to enable students explain the concepts of drawing tools, equipment and materials.</p> <p>ii. Tutor, through group work, guides student teachers to explore OERs to explain concepts of drawing tools, equipment and materials</p> </td> <td> <ul style="list-style-type: none"> ✓ students explain the concepts tools, equipment and materials through brainstorming. ✓ Student teachers use OERs to explore the concept of drawing tools, equipment and materials and present findings on s chart. </td> </tr> <tr> <td> <p>Uses and Maintenance of drawin g tools.</p> </td> <td> <p>90 minutes</p> </td> <td> <p><u>Group Work</u></p> <ul style="list-style-type: none"> • Support student teachers to pair and share ideas about drawing tools, equipment and materials <p><u>Experimentation/Exploration</u></p> <ul style="list-style-type: none"> • Tutor guides individual student teachers to explore or investigate the ✓ Maintenance of drawing tools, equipment and materials. ✓ Storage of drawing tools, equipment and materials • Students then share their findings in pairs, groups and finally whole class. </td> <td> <ul style="list-style-type: none"> ✓ Students pair and share ideas about tools, equipment and materials ✓ Student teachers use a "think, pair and share" learning strategy. - Students investigate task using OERs. - Students share findings in pairs. - There is further discussion in groups. - Groups present their findings (charts /Spidergrams/concept maps etc) - Group presentation for whole class discussion </td> </tr> </tbody> </table>	Teacher Activity	Student Activity	<ul style="list-style-type: none"> ✓ Tutor guides student teachers' revision of previous knowledge on the Concept, Purpose, Types and Uses of Drawing • Tutor facilitates student teacher transition to the new lesson with the use of 'Know, Want to know and Learnt (KWL)' <p>Tutor facilitates student teachers' sharing of experiences from their School placement programme</p>	<ul style="list-style-type: none"> ✓ Student teachers use Show thoughts to revise their knowledge and understanding of the Concept, Purpose, Types and Uses of Drawing ✓ Student teachers in groups, note down what they already know about the topic and what they want to learn from the lesson. <p>Student teachers' share experiences from their School placement programme</p>	<p>Drawin g tools, equip ment and materi als</p>	<p>40 Minutes</p>	<p><u>Brain Storming</u></p> <p>i. Tutor facilitates a brainstorming session to enable students explain the concepts of drawing tools, equipment and materials.</p> <p>ii. Tutor, through group work, guides student teachers to explore OERs to explain concepts of drawing tools, equipment and materials</p>	<ul style="list-style-type: none"> ✓ students explain the concepts tools, equipment and materials through brainstorming. ✓ Student teachers use OERs to explore the concept of drawing tools, equipment and materials and present findings on s chart. 	<p>Uses and Maintenance of drawin g tools.</p>	<p>90 minutes</p>	<p><u>Group Work</u></p> <ul style="list-style-type: none"> • Support student teachers to pair and share ideas about drawing tools, equipment and materials <p><u>Experimentation/Exploration</u></p> <ul style="list-style-type: none"> • Tutor guides individual student teachers to explore or investigate the ✓ Maintenance of drawing tools, equipment and materials. ✓ Storage of drawing tools, equipment and materials • Students then share their findings in pairs, groups and finally whole class. 	<ul style="list-style-type: none"> ✓ Students pair and share ideas about tools, equipment and materials ✓ Student teachers use a "think, pair and share" learning strategy. - Students investigate task using OERs. - Students share findings in pairs. - There is further discussion in groups. - Groups present their findings (charts /Spidergrams/concept maps etc) - Group presentation for whole class discussion
	Teacher Activity	Student Activity													
	<ul style="list-style-type: none"> ✓ Tutor guides student teachers' revision of previous knowledge on the Concept, Purpose, Types and Uses of Drawing • Tutor facilitates student teacher transition to the new lesson with the use of 'Know, Want to know and Learnt (KWL)' <p>Tutor facilitates student teachers' sharing of experiences from their School placement programme</p>	<ul style="list-style-type: none"> ✓ Student teachers use Show thoughts to revise their knowledge and understanding of the Concept, Purpose, Types and Uses of Drawing ✓ Student teachers in groups, note down what they already know about the topic and what they want to learn from the lesson. <p>Student teachers' share experiences from their School placement programme</p>													
<p>Drawin g tools, equip ment and materi als</p>	<p>40 Minutes</p>	<p><u>Brain Storming</u></p> <p>i. Tutor facilitates a brainstorming session to enable students explain the concepts of drawing tools, equipment and materials.</p> <p>ii. Tutor, through group work, guides student teachers to explore OERs to explain concepts of drawing tools, equipment and materials</p>	<ul style="list-style-type: none"> ✓ students explain the concepts tools, equipment and materials through brainstorming. ✓ Student teachers use OERs to explore the concept of drawing tools, equipment and materials and present findings on s chart. 												
<p>Uses and Maintenance of drawin g tools.</p>	<p>90 minutes</p>	<p><u>Group Work</u></p> <ul style="list-style-type: none"> • Support student teachers to pair and share ideas about drawing tools, equipment and materials <p><u>Experimentation/Exploration</u></p> <ul style="list-style-type: none"> • Tutor guides individual student teachers to explore or investigate the ✓ Maintenance of drawing tools, equipment and materials. ✓ Storage of drawing tools, equipment and materials • Students then share their findings in pairs, groups and finally whole class. 	<ul style="list-style-type: none"> ✓ Students pair and share ideas about tools, equipment and materials ✓ Student teachers use a "think, pair and share" learning strategy. - Students investigate task using OERs. - Students share findings in pairs. - There is further discussion in groups. - Groups present their findings (charts /Spidergrams/concept maps etc) - Group presentation for whole class discussion 												
Drawing tools, equipment and materials															

			<p>Hands-on</p> <ul style="list-style-type: none"> Guide students to develop their own drawing tools from the environment and test the tools produced. 	<p>✓ students develop their own drawing tools from the environment and test the tools produced.</p>
		<p>25 minutes</p>	<p>Reflection</p> <p>Tutor guides student teachers to reflect on lesson by asking students appropriate and relevant questions as well as feedback.</p>	<ul style="list-style-type: none"> Student teachers exhibit their flipcharts for gallery walk. Student teachers respond to questions asked. Clean up
<p>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)</p>	<p>Component 1: portfolio / project (Studio practice) / hands-on demonstration / Exhibitions</p> <p>Assessment Type: Assessment for, as and of Learning.</p> <p>Category of Assessment: Continuous Assessment.</p> <p>Execution and display of simple self-made drawing tools.</p> <p>Learning Outcomes to be assessed:</p> <ul style="list-style-type: none"> ✓ Production of simple drawing tool and experiment to confirm their utility. <p>LO.3. NTS 1b, 2c, 2e, 2f, 3d, 3e, 3f,</p> <p>Weighting (non-scoring)</p>			
<p>Teaching Learning Resources</p>	<ul style="list-style-type: none"> Mobile Phones, laptop computer/PCs, Internet facility and Textbooks 			
<p>Required Text (core)</p>	<p>Ocvirk, G.O., Stinson E.R., Wegg P., Bone O. R. and Cayton L. D. (2002) <i>Art Fundamentals: Theory and Practice</i> (9th Ed.). New York; McGraw – Hill companies Inc.</p>			
<p>Additional Reading List</p>	<ul style="list-style-type: none"> Gene A. M (2006) <i>Art in Focus</i>, McGraw Hill. New York. Amenuke, S. K et al. (1999), <i>General Knowledge in Art for Secondary Schools</i>, Accra. Ministry of Education. Agyarkoh E. (2016) <i>Graphic Communication Design for Schools and Colleges</i>. (first edition). Cape Coast Pas-Let Business Centre. Stanyer, P. (2013) <i>A complete book of drawing techniques: A professional guide for artists</i>. London Arcturus Publishing Ltd. Ryder, A. (2000). <i>The Artist's complete guide to figure drawing: A contemporary perspective on the classical tradition</i>. New York: Watson - Guptill Publications. Gene, F. (2004). <i>The art of pencil drawing</i>. Irvine: Quayside publishing group. Fulcher, A. et al, (1998). <i>Painting and Decoration: An information manual</i> (4th edition) United Kingdom: Blackwell Publication. 			
<p>CPD Needs</p>	<p>Training in the use of PowerPoint presentation, use of search engine (YouTube, Khan Academy, Coursera, Udemy, MOOCs)</p>			

LESSON 1

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Lesson 3

Title of Lesson	Fundamental skills in drawing and composition						Lesson Duration	3 hours
Lesson description	<p>Visual Arts is an area of study within the context of the growing multicultural setting of every nation. This lesson involves the use of various tools and teaching and learning strategies to explore the fundamental skills in drawing and composition as an integral part of the development of Visual Arts in Ghana.</p> <p>This lesson is also to prepare student teachers to demonstrate independent thinking, research, manipulative and creative skills through practice, research and presentation.</p> <p>NTS 1b, 2c, 2f, 3d, 3e, 3f,</p>							
Previous student teacher knowledge, prior learning (assumed)	<p>Student Teachers:</p> <ul style="list-style-type: none"> • Can explain the concepts of drawing tools, equipment and materials. • Are able to identify and describe the procedure for maintaining and storing drawing tools, materials and equipment. 							
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Misconceptions about Visual Art. • Religious and cultural background of students. • Students’ attitude towards activity-based learning • Individual needs of learners 							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity ✓	Work-Based Learning	Seminars	Independent Study ✓	e-learning opportunities ✓	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Tutor -to-student presentations /student- to- student presentations using charts, concept maps and spidergrams on the research conducted using library/OERs on the concept, purpose of drawing, types of drawing, uses of drawing as well as studio practice.</p>							
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	<ul style="list-style-type: none"> • The purpose of this lesson is to introduce student teachers to the basic techniques and importance of representing objects and scenes on two-dimensional surfaces. The lesson is also intended to provide opportunity for student teachers to become conscious of their strengths, competencies and skills within the Visual Arts domains and a critical and make informed capability in idea development as well as in basic drawing processes. It also serves as a pivot for life-long learning. <p>Ultimately, the lesson shall seek to prepare student teachers to demonstrate collaborative skills, independent thinking, inter-personal skills, manipulative and creative skills.</p> <p>NTS 1b, 2c, 2f, 3d, 3e, 3f,</p>							

<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification 	Learning Outcomes: By the end of the lesson, the student teacher will be able to:		Learning Indicators	Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.
Learning indicators for each learning outcome	<p>LO.1. Demonstrate knowledge and understanding of the drawing process</p> <p>LO.2. Demonstrate knowledge and skill development in drawing, using basic strokes as a way of representing objects, ideas and scenes including ICT (Coral Draw and Paint).</p> <p>LO.3. Demonstrate knowledge and skill in creating shapes and forms using drawing tools.</p>		<p>1. Group Presentation to class the concept of the drawing process.</p> <p>2. Display a graphic representation of a variety of strokes used in drawing.</p> <p>3. Display two-dimensional and three-dimensional illustrations using various strokes.</p>	<p>Student teachers work in mixed ability and gender inclusive groups as well as independent study, using their phones and other electronic devices to surf the internet for information to attain:</p> <ul style="list-style-type: none"> ✓ Communication skills ✓ Digital literacy-information communication & technology (ict) skills ✓ Equity, inclusion and collaboration ✓ Communication skills ✓ Digital literacy-information ✓ Gender issues ✓ Issues of SEN (Special Education Needs)
Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
	Fundamental skills in drawing and composition		15 Minutes	<ul style="list-style-type: none"> ✓ Tutor facilitates student teachers' sharing of experiences from their School placement programme ✓ Tutor guides student teachers' revision of previous knowledge drawing tools, materials and equipment as well as their maintenance and storage. • Tutor facilitates student teacher transition to the new lesson with the use of 'Know, Want to know and Learnt (KWL)'

	Components of the Drawing process.	25 Minutes	Discussion i. Tutor facilitates a brainstorming session to enable students explain the stages of drawing process. ii. Tutor, through group work, guides student teachers to explore OERs to explain the stages of the drawing process. - Observation, perception, outline drawing and rendering	Discussion • students, in their own words, explain the concept of drawing process through brainstorming. • Student teachers use OERs to explore the stages of drawing the drawing process and present a spidergram on a flip chart for class discussion
	Developing basic strokes with a drawing tool (Pencil)	60 minutes	Independent Learning • Tutor guides student teachers to explore or investigate the ✓ Use of varied strokes, including the use of ICT tools such as coral draw and paint.	• Student teachers develop skills through practice: ✓ Students investigate and explore possibilities of developing varied strokes using pencil and ICT tools such as coral draw and paint.
	Creating shapes and forms using strokes	60 minutes	Independent Learning • Tutor assists student teachers to explore or investigate the ✓ Use varied strokes to define shapes and form.	• Student teachers develop skills through practice: ✓ Students produce illustrations of shapes and forms using varied strokes with an appropriate drawing tool (pencil).
		20 minutes	Reflection Tutor guides student teachers to reflect on lesson by asking students appropriate and relevant questions.	• Student teachers exhibit their illustrations for gallery walk. • Student teachers respond to questions asked. • Clean up
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	Component 2: portfolio / hands-on demonstration, etc. Student teachers are made to undertake a project using any of the above strategies Assessment Type: Assessment for, as and of Learning. Category of Assessment: Continuous Assessment. Learning Outcomes to be assessed: ✓ Investigating and exploring possibilities of developing varied strokes to represent ideas using pencil / ICT. ✓ Students produce a portfolio of illustrations of shapes and forms using varied strokes with an appropriate drawing tool (pencil). LO.2., LO.3. NTS 1b, 2c, 2e, 2f, 3d, 3e, 3f, Weighting (non-scoring)			
Teaching Learning Resources	• Mobile Phones, laptop computer/PCs, Internet facility and Textbooks, OER			
Required Text (core)	Ocvirk, G.O., Stinson E.R., Wegg P., Bone O. R. and Cayton L. D. (2002) <i>Art Fundamentals: Theory and Practice</i> (9 th Ed.). New York; McGraw – Hill companies Inc.			
Additional Reading List	<ul style="list-style-type: none"> • Gene A. M (2006) <i>Art in Focus</i>, McGraw Hill. New York. • Amenuke, S. K et al. (1999), <i>General Knowledge in Art for Secondary Schools</i>, Accra. Ministry of Education. • Agyarkoh E. (2016) <i>Graphic Communication Design for Schools and Colleges</i>. (first 			

	<p>edition). Cape Coast Pas-Let Business Centre.</p> <ul style="list-style-type: none"> • Stanyer, P. (2013) <i>A complete book of drawing techniques: A professional guide for artists</i>. London Arcturus Publishing Ltd. • Ryder, A. (2000). <i>The Artist's complete guide to figure drawing: A contemporary perspective on the classical tradition</i>. New York: Watson - Guptill Publications. • Gene, F. (2004). <i>The art of pencil drawing</i>. Irvine: Quayside publishing group. • Fulcher, A. et al, (1998). <i>Painting and Decoration: An information manual</i> (4th edition) United Kingdom: Blackwell Publication.
CPD Needs	Training in the use of Power-Point presentation, use of search engine (YouTube, Khan Academy, Coursera, Udemy, MOOCs) PDP- Team 5, Group work (PDP- Team 4)

LESSON 4

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Creating Values and Tones by Shading (Rendering).						Lesson Duration	3 hours
Lesson description	<p>Visual Arts is an area of study within the context of the growing multicultural setting of Ghana. This lesson involves the use of various tools, teaching and learning strategies and rendering (Shading) techniques for artistic expression.</p> <p>This lesson is also to prepare student teachers to demonstrate independent thinking, research, and creative skills through research, presentation and practice.</p> <p>NTS 1b, 2c, 2f, 3d, 3e, 3f,</p>							
Previous student teacher knowledge, prior learning (assumed)	<p>Student Teachers:</p> <ul style="list-style-type: none"> illustrate shapes and forms using varied strokes. 							
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Misconceptions about Visual Art. Religious and cultural background of students. Students' attitude towards activity-based learning Individual needs of learners 							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity ✓	Work-Based Learning	Seminars	Independent Study ✓	e-learning opportunities ✓	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Tutor -to-student presentations; independent studio practice/study and research using OERs on rendering strategies.							
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	<p>The lesson aims at equipping students with knowledge about the rendering (shading) processes as well as developing their manipulative skills which translate three-dimensional objects / figures on to two-dimensional surfaces. Pedagogical strategies are designed to guide learners to perform tasks through, independent study exhibitions and discussions. The lesson will also prepare student teachers to acquire manipulative, critical thinking and creative skills.</p> <p>NTS 1b, 2c, 2e, 2f, 3d, 3e, 3f.</p>							
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes: By the end of the lesson, the student teacher will be able to:		Learning Indicators			Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.		
	<p>LO1. Demonstrate knowledge and understanding of the concept and techniques of rendering (shading).</p> <p>LO2. Demonstrate knowledge and skill in using varied techniques in rendering to show solidity of objects.</p>	<ol style="list-style-type: none"> Present a chart / spidergram on the group discussions about the concept and techniques of rendering. Display illustrations showing three-dimensionality of objects and reflecting unique rendering techniques. 	<p>Student teachers work in mixed ability and gender inclusive groups as well as independent study, using their phones and other electronic devices to surf the internet for information to attain:</p> <ul style="list-style-type: none"> ✓ Communication skills ✓ Digital literacy-information communication & technology (ict) skills ✓ Equity, inclusion and collaboration 					

			<ul style="list-style-type: none"> ✓ Communication skills ✓ Digital literacy-information ✓ Gender issues ✓ Issues of SEN (Special Education Needs) 	
Lesson Topic	Sub-topics (if any):	Stage/Time	Teacher Activity	Student Activity
Fundamental skills in drawing and composition	Drawing cylindrical objects. Drawing spherical objects Composition of objects from basic forms	25 Minutes	<ul style="list-style-type: none"> • Tutor facilitates student teachers' sharing of experiences from their School placement programme • Tutor guides student teachers' revision of previous knowledge on using basic strokes as a way of representing objects, ideas, scenes, shapes and forms. • Tutor facilitates student teacher transition to the new lesson with the use of '<i>Know, Want to know and Learnt (KWL)</i>' 	<ul style="list-style-type: none"> • Student teachers' share experiences from their School placement programme • Student teachers to use brainstorming in revising their knowledge and understanding of basic techniques and strategies in drawing. • Student teachers in groups, identify what they already know about the topic and what they want to learn from the lesson.
		25 Minutes	<p>Discussion</p> <ul style="list-style-type: none"> • Tutor facilitates a brainstorming session to enable students identify the things the artists will have to show/indicate during rendering so as to depict solidity of objects. <ul style="list-style-type: none"> - Highlight areas. - Middle tone - Dark tone - Shadows - Reflected light <p>Group Work/ICT</p> <p>ii. Tutor, through group work, guides student teachers to explore OERs to explain various techniques in rendering such as the use of</p>	<p>Discussion</p> <ul style="list-style-type: none"> • students explain identify the things the artists will have to show/indicate during rendering so as to depict solidity of objects. through brainstorming. <p>Group Work/ICT</p> <ul style="list-style-type: none"> • In groups, Student teachers use OERs to explore and present a spidergram on various techniques in rendering.

			hatches, cross-hatches, pointillism and mass.	
		105 minutes	<p>Students to do independent study</p> <ul style="list-style-type: none"> Tutor guides individual student teachers to explore or investigate the use of rendering techniques and principles through practice. <ul style="list-style-type: none"> ✓ Hatches, ✓ Cross-hatches ✓ Mass shading ✓ Pointillism 	<p>Students to do independent study:</p> <ul style="list-style-type: none"> Students investigate task using varied techniques
		25 minutes	<p>Reflection</p> <p>Tutor guides student teachers to reflect on lesson by asking students appropriate and relevant questions.</p>	<p>Reflection</p> <ul style="list-style-type: none"> Student teachers exhibit their flipcharts for gallery walk. Student teachers exhibit their drawings (independent Study) for gallery walk. Student teachers respond to questions asked. Clean up
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>Summary of Assessment Methods:</p> <p>Component 1: Project/Studio practice / Mini-Exhibitions</p> <p>Assessment Type: Assessment for and as Learning.</p> <p>Category of Assessment: Continuous Assessment.</p> <p>Learning Outcomes to be assessed:</p> <ul style="list-style-type: none"> ✓ Display of illustrations / drawings using varied techniques in rendering to show solidity of objects. <p>LO.2. NTS 1b, 2c, 2e, 2f, 3d, 3e, 3f,</p> <p>Weighting (30%)</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> Mobile Phones, laptop computer/PCs, Internet facility and Textbooks 			
Required Text (core)	<p>Stanyer, P. (2013) <i>A complete book of drawing techniques: A professional guide for artists</i>. London Arcturus Publishing Ltd.</p>			
Additional Reading List	<ul style="list-style-type: none"> Gene A. M (2006) <i>Art in Focus</i>, McGraw Hill. New York. Amenuke, S. K et al. (1999), <i>General Knowledge in Art for Secondary Schools</i>, Accra. Ministry of Education. Agyarkoh E. (2016) <i>Graphic Communication Design for Schools and Colleges</i>. (first edition). Cape Coast Pas-Let Business Centre. Ocvirk, G.O., Stinson E.R., Wegg P., Bone O. R. and Cayton L. D. (2002) <i>Art Fundamentals: Theory and Practice</i> (9th Ed.). New York; McGraw – Hill companies Inc. Ryder, A. (2000). <i>The Artist's complete guide to figure drawing: A contemporary perspective on the classical tradition</i>. New York: Watson - Guptill Publications. Gene, F. (2004). <i>The art of pencil drawing</i>. Irvine: Quayside publishing group. Fulcher, A. et al, (1998). <i>Painting and Decoration: An information manual</i> (4th edition) United Kingdom: Blackwell Publication. 			
CPD Needs	<p>Training in the use of Power_ Point presentation, use of search engine (YouTube, Khan Academy, Coursera, Udemy, MOOCs) PDP- Team 5, Group work (PDP- Team 4)</p>			

LESSON 5

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Lesson 5

Title of Lesson	Drawing cylindrical objects, Drawing Spherical objects, Composition of objects from basic forms.				Lesson Duration	3 hours	
Lesson description	<p>Visual Arts is an area of study within the context of the growing multicultural setting of Ghana. This lesson involves the use of various tools, teaching and learning strategies as well as applying drawing and rendering (Shading) techniques for artistic expression.</p> <p>This lesson is also to prepare student teachers to demonstrate independent thinking, research, and creative skills through research, presentation and practice to assist them effectively teach early adolescence.</p> <p>NTS 1b, 2c, 2f, 3d, 3e, 3f,</p>						
Previous student teacher knowledge, prior learning (assumed)	<p>Student Teachers:</p> <ul style="list-style-type: none"> illustrate shapes and use various rendering techniques for artistic expression. 						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Misconceptions about Visual Art. Religious and cultural background of students. Students' attitude towards activity-based learning Individual needs of learners 						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity ✓	Work-Based Learning	Seminars	Independent Study ✓	e-learning opportunities ✓	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Tutor -to-student presentations; independent studio practice/study and research on drawing using OERs.						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	<p>The lesson aims at equipping students with knowledge about the rendering (shading) processes as well as developing their manipulative skills which translate three-dimensional objects / figures on to two-dimensional surfaces. Pedagogical strategies are designed to guide learners to perform tasks through, independent study exhibitions and discussions. The lesson will also prepare student teachers to acquire manipulative, critical thinking and creative skills.</p> <p>NTS 1b, 2c, 2e, 2f, 3d, 3e, 3f.</p>						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes: By the end of the lesson, the student teacher will be able to:		Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.		
	<p>LO1. Demonstrate knowledge and understanding of the need for using appropriate elements and principles of design for artistic expression.</p> <p>LO2. Demonstrate knowledge and skill in executing various drawings of varied objects (forms) –cylindrical, spherical, and composition of objects from basic forms.</p>		<p>1.1 Present flip chart on the group discussions about the elements and principles of design/drawing .</p> <p>2.1 Exhibit drawings of various forms / objects</p>		<p>Student teachers work in mixed ability and gender inclusive groups as well as independent study, using their phones and other electronic devices to surf the internet for information to attain:</p> <ul style="list-style-type: none"> ✓ Communication skills ✓ Digital literacy-information communication & technology (ict) skills ✓ Equity, inclusion and collaboration ✓ Communication skills 		

			<ul style="list-style-type: none"> ✓ Digital literacy-information ✓ Gender issues ✓ Issues of SEN (Special Education Needs) 	
Topic Title Drawing cylindrical objects, Drawing Spherical objects, Composition of objects from basic forms	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
		25 Minutes	<ul style="list-style-type: none"> • Tutor facilitates student teachers' sharing of experiences from their School placement programme • Tutor guides student teachers' revision of previous knowledge on creating values and tones by rendering (shading) • Tutor facilitates student teacher transition to the new lesson with the use of 'Know, Want to know and Learnt (KWL)' 	<ul style="list-style-type: none"> • Student teachers' share experiences from their School placement programme • Student teachers brainstorm or use Showers thoughts to revise their knowledge and understanding of creating values and tones by rendering (shading) • Student teachers in groups, note down what they already about the topic and what they want to learn from the lesson.
		25 Minutes	<p>Discussion</p> <p>i. Tutor assists students in a brainstorming session to identify appropriate elements of design used for artistic expression.</p> <p>Group Work/ICT</p> <p>ii. Tutor, through group work, guides student teachers to explore OERs to identify the principles of design and explain the need for paying attention to them when executing art forms</p>	<p>Discussion</p> <ul style="list-style-type: none"> • students identify appropriate elements of design used for artistic expression. <p>Group Work/ICT</p> <ul style="list-style-type: none"> • Student teachers use OERs to identify the principles of design and explain the need for paying attention to them when executing art forms and present findings on chats / spidergrams
	Drawing cylindrical objects.	35 Minutes	<p>Independent Learning</p> <ul style="list-style-type: none"> • Tutor guides individual student teachers to explore or investigate the: <ul style="list-style-type: none"> ✓ Drawing of cylindrical objects, 	<p>Independent Learning</p> <ul style="list-style-type: none"> • Student teachers use independent studio practice strategy. ✓ Students investigate task using varied techniques
Drawing Spherical objects.	35 Minutes	<p>Independent Learning</p> <ul style="list-style-type: none"> • Tutor guides individual student teachers to explore or investigate the: <ul style="list-style-type: none"> ➤ Drawing of spherical (circular) objects 	<p>Independent Learning</p> <ul style="list-style-type: none"> • Student teachers use independent studio practice strategy. ✓ Students investigate task using varied techniques 	

	<p>Composition of objects from basic forms.</p>	<p>35 Minutes</p>	<ul style="list-style-type: none"> Tutor guides individual student teachers to explore or investigate the: <ul style="list-style-type: none"> Drawing a composition of objects from basic forms. 	<ul style="list-style-type: none"> Student teachers use independent studio practice strategy. <ul style="list-style-type: none"> Students investigate task using varied techniques
		<p>25 Minutes</p>	<p>Reflection Tutor guides student teachers to reflect on lesson by asking students appropriate and relevant questions.</p> <ul style="list-style-type: none"> Assignment: Ask students to use selected rendering (Shading) techniques to show solidity of objects drawn. Ref: Lesson 4 	<p>Reflection</p> <ul style="list-style-type: none"> Student teachers exhibit their flipcharts for gallery walk. Student teachers respond to questions asked. Clean up Students to re-submit work appraisal during lesson6
<p>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)</p>	<p>Component 2: Portfolio / project (Studio practice) / hands-on demonstration / Exhibitions Student teachers present using flip chart on the group discussions about the elements and principles of design/drawing.</p> <p>Assessment Type: Assessment for Learning. Category of Assessment: Continuous Assessment. Learning Outcomes to be assessed: ✓ Knowledge and skill in using appropriate elements and principles of design for artistic expression. ✓ Knowledge and skill in executing various drawings of varied objects (forms) – cylindrical, spherical, and composition of objects from basic forms. LO.1., LO.2. NTS 1b, 2c, 2e, 2f, 3d, 3e, 3f. Weighting (non-scoring)</p>			
<p>Teaching Learning Resources</p>	<ul style="list-style-type: none"> Mobile Phones, laptop computer/PCs, Internet facility and Textbooks 			
<p>Required Text (core)</p>	<ul style="list-style-type: none"> Stanyer, P. (2013) <i>A complete book of drawing techniques: A professional guide for artists</i>. London Arcturus Publishing Ltd. 			
<p>Additional Reading List</p>	<ul style="list-style-type: none"> Gene A. M (2006) <i>Art in Focus</i>, McGraw Hill. New York. Amenuke, S. K et al. (1999), <i>General Knowledge in Art for Secondary Schools</i>, Accra. Ministry of Education. Agyarkoh E. (2016) <i>Graphic Communication Design for Schools and Colleges</i>. (first edition). Cape Coast Pas-Let Business Centre. Ocvirk, G.O., Stinson E.R., Wegg P., Bone O. R. and Cayton L. D. (2002) <i>Art Fundamentals: Theory and Practice</i> (9th Ed.). New York; McGraw – Hill companies Inc. Ryder, A. (2000). <i>The Artist's complete guide to figure drawing: A contemporary perspective on the classical tradition</i>. New York: Watson - Guptill Publications. Gene, F. (2004). <i>The art of pencil drawing</i>. Irvine: Quayside publishing group. Fulcher, A. et al, (1998). <i>Painting and Decoration: An information manual</i> (4th edition) United Kingdom: Blackwell Publication. 			
<p>CPD Needs</p>	<p>Training in the use of Power_ Point presentation, use of search engine (YouTube, Khan Academy, Coursera, Udemy, MOOCs) PDP- Team 5, Group work (PDP- Team 4)</p>			

LESSON 6

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Introduction to still life drawing - (Layout and Composition, blocking and provision of details).				Lesson Duration	3 hours	
Lesson description	Visual Arts is an area of study within the context of the growing multicultural setting of Ghana. This lesson involves the use of various tools and teaching and learning strategies (developing layouts and compositions) for still life (object) drawing in visual art. This lesson is also to prepare student teachers to demonstrate independent thinking, research, and creative skills through research, presentation and practice. NTS 1b, 2c, 2f, 3d, 3e, 3f,						
Previous student teacher knowledge, prior learning (assumed)	Student Teachers: <ul style="list-style-type: none"> illustrate shapes and use various rendering techniques for artistic expression. 						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Students' attitude towards activity-based learning Individual needs of learners 						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity ✓	Work-Based Learning	Seminars	Independent Study ✓	e-learning opportunities ✓	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Tutor -to-student presentations; independent studio practice/study and research on drawing using OERs. Practical Activity: Tutor -to-student presentations /student- to- student presentations using charts Independent Study: concept maps and spidergrams on the research conducted e-learning opportunities: using library/OERs to appreciate the concept, purpose, types and uses of drawing						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	<ul style="list-style-type: none"> The purpose of this lesson is to introduce student teachers to the basic processes and importance of representing objects and scenes on two-dimensional surfaces. The lesson is also intendeds to provide opportunity for student teachers to become conscious of their strengths, competencies and skills within the Visual Arts domains and a critical and make informed capability in idea development as well as in basic design processes. Pedagogical strategies are designed to guide learners to perform tasks through, independent study exhibitions and discussions for life-long learning. Ultimately, the lesson shall seek to prepare student teachers to demonstrate collaborative skills, independent thinking, inter-personal skills, manipulative and creative skills. <p>NTS 1b, 2c, 2f, 3d, 3e, 3f,</p>						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes: By the end of the lesson, the student teacher will be able to:		Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.		
	LO.1. Demonstrate knowledge and understanding of the concept and importance layout, composition and blocking as used in visual arts.		1 - Present a chart (group work) on the concept of layout, composition and blocking. - Present a spidergram on the importance of layout, composition and blocking,		<ul style="list-style-type: none"> Student teacherds work in mixed ability/gender groups to achive the following: communication skills digital literacy-information communication & technology (ICT) skills socio-cultural and economic differences team work Gender issues 		

	LO2. Demonstrate knowledge and skill in 'blocking' as used in still life drawing.	2	Exhibit drawings by 'blocking' still and composed objects	<ul style="list-style-type: none"> Issues of SEN (Special Education Needs)
Topic Title Introduction to still life drawing - (Layout and Composition, blocking and provision of details).	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
		20 Minutes	<ul style="list-style-type: none"> Tutor facilitates student teachers' sharing of experiences from their School placement programme (is it possible to use different approach to introduce the lesson?) Tutor guides student teachers' revision of previous knowledge by displaying and discuss (Appreciation) the assignment given in lesson 5. Tutor facilitates student teacher transition to the new lesson with the use of 'Know, Want to know and Learnt (KWL)' 	<ul style="list-style-type: none"> Student teachers' share experiences from their School placement programme Student teachers do an appreciation of displayed (assignment). Student teachers in groups, note down what they already about the topic and what they want to learn from the lesson.
		35 Minutes	<p>Discussion</p> <ul style="list-style-type: none"> Tutor facilitates a brainstorming session to enable students explain the concept of layout, composition and blocking as used in drawing. <p>Group Work/ICT</p> <ul style="list-style-type: none"> Tutor, through group work, guides student teachers to explore OERs to identify and explain the concept layout, composition and blocking as used in drawing. 	<p>Discussion</p> <ul style="list-style-type: none"> students explain the concept of layout, composition and blocking as used in drawing. (Student teachers use a "think, pair and share" learning strategy). <p>Group Work/ICT</p> <ul style="list-style-type: none"> Student teachers use OERs to explore and present the concept layout, composition and blocking as used in drawing on a chart.
	Layout, Composition	30 Minutes	<p>Independent Learning</p> <ul style="list-style-type: none"> Tutor guides individual student teachers to explore or investigate different forms of layouts and compositions for still life drawing (Practical activity) 	<p>Independent Learning</p> <ul style="list-style-type: none"> Students to explore or investigate different forms of layouts and compositions for still life drawing through practice.

	Blocking	70 Minutes	<ul style="list-style-type: none"> Tutor assists students to represent still life composition using the blocking technique (using relevant shapes and referencing proportion). 	<ul style="list-style-type: none"> Student teachers use independent studio practice strategy. Students investigate task using the blocking techniques
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>Summary of Assessment Methods: Component 2: Portfolio/ presentation of reports, charts, spidergrams etc. Assessment type: Assessment of and for learning Category of assessment: Continuous Assessment. Learning outcomes to be assessed: ✓ A chart (group work) on the concept of layout, composition and blocking. ✓ A spidergram on the importance of layout, composition and blocking.</p> <p>LO.1., LO.2. NTS 1b, 2c, 2e, 2f, 3d, 3e, 3f. Weighting: (non-Scoring)</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> Mobile Phones, laptop computer/PCs, Internet facility and Textbooks 			
Required Text (core)	Ocvirk, G.O., Stinson E.R., Wegg P., Bone O. R. and Cayton L. D. (2002) <i>Art Fundamentals: Theory and Practice</i> (9 th Ed.). New York; McGraw – Hill companies Inc.			
Additional Reading List	<ul style="list-style-type: none"> Gene A. M (2006) <i>Art in Focus</i>, McGraw Hill. New York. Amenuke, S. K et al. (1999), <i>General Knowledge in Art for Secondary Schools</i>, Accra. Ministry of Education. Agyarkoh E. (2016) <i>Graphic Communication Design for Schools and Colleges</i>. (first edition). Cape Coast Pas-Let Business Centre. Stanyer, P. (2013) <i>A complete book of drawing techniques: A professional guide for artists</i>. London Arcturus Publishing Ltd. Ryder, A. (2000). <i>The Artist's complete guide to figure drawing: A contemporary perspective on the classical tradition</i>. New York: Watson - Guptill Publications. Gene, F. (2004). <i>The art of pencil drawing</i>. Irvine: Quayside publishing group. Fulcher, A. et al, (1998). <i>Painting and Decoration: An information manual</i> (4th edition) United Kingdom: Blackwell Publication. 			
CPD Needs	Training in the organization of jury after practical activity and scoring of Practical Art work,			

LESSON 1

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Introduction to still life (object) Drawing - Developing details from 'blocked' representations.			Lesson Duration	3 hours		
Lesson description	<p>Visual arts is an area of study within the context of the growing multicultural setting of Ghana. This lesson involves the use of various tools and teaching and learning strategies to develop details from blocked representation of objects</p> <p>This lesson is also to prepare student teachers to demonstrate independent thinking, research, and creative skills through research, presentation and studio practice.</p> <p>NTS 1b, 2c, 2f, 3d, 3e, 3f,</p>						
Previous student teacher knowledge, prior learning (assumed)	<p>Student Teachers:</p> <ul style="list-style-type: none"> • Are able to arrange objects using the principles of layout and composition. • Represent objects by blocking. 						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Misconceptions about Visual Art. • Religious and cultural background of students. • Students' attitude towards activity-based learning • Individual needs of learners 						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity ✓	Work-Based Learning	Seminars	Independent Study ✓	e-learning opportunities ✓	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Tutor -to-student presentations; independent studio practice/study and research on drawing using OERs.						
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	<ul style="list-style-type: none"> • The purpose of this lesson is to introduce student teachers to the basic processes and importance of representing objects and scenes on two-dimensional surfaces. The lesson is also intendeds to provide opportunity for student teachers to become conscious of their strengths, competencies and skills within the Visual Arts domains and a critical and make informed capability in idea development as well as in basic design processes. Pedagogical strategies are designed to guide learners to perform tasks through, independent study exhibitions and discussions for life-long learning. <p>Ultimately, the lesson shall seek to prepare student teachers to demonstrate collaborative skills, independent thinking, inter-personal skills, manipulative and creative skills.</p> <p>NTS 1b, 2c, 2f, 3d, 3e, 3f</p>						
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes: By the end of the lesson, the student teacher will be able to:		Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.		
	<p>LO.1. Demonstrate knowledge and understanding of the concept and importance of detailed drawing.</p> <p>LO2. Demonstrate knowledge and skill in developing details from 'blocked' still life drawing.</p>		<ul style="list-style-type: none"> • - Class discussion on the concept of detailed drawing. - A chart / spidergram on the concept and importance of detailed drawing. 		<p>As above</p> <ul style="list-style-type: none"> ✓ communication skills ✓ digital literacy-information communication & technology (ICT) skills ✓ socio-cultural and economic differences, ✓ team work, ✓ gender issues 		

			<ul style="list-style-type: none"> -Exhibit of detailed drawings of composed (blocked) still objects. 	✓ Issues of SEN (Special Education Needs)
Topic Title Introduction to still life (object) Drawing - Developing detail drawings from 'blocked' representations.	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
		20 Minutes	<ul style="list-style-type: none"> Tutor guides student teachers' revision of previous knowledge - developing details from 'blocked' still life drawing. Tutor facilitates student teacher transition to the new lesson with the use of 'Know, Want to know and Learnt (KWL)' Tutor facilitates student teachers' sharing of experiences from their School placement programme 	<ul style="list-style-type: none"> Student teachers brainstorm to revise their knowledge and understanding developing details from 'blocked' still life drawing. Student teachers in groups, note down what they already about the topic and what they want to learn from the lesson. Student teachers' share experiences from their School placement programme
	The concept of Detail Drawing.	30 Minutes	<p>Discussion</p> <p>i. Tutor facilitates a brainstorming session to enable students explain the concept of detail drawing.</p> <p>Group Work/ICT</p> <p>ii. Tutor, through group work, guides student teachers to explore OERs to explain concept of detailed drawing.</p>	<p>Discussion</p> <p>✓ students explain the concept of detail drawing through brainstorming.</p> <p>Group Work/ICT</p> <p>✓ Student teachers use OERs to explore the concept of detailed drawing and present on a chart / spidergram</p>
	Developing detail drawings from 'blocked' representation	105 Minutes	<ul style="list-style-type: none"> Tutor guides students to represent still life composition in detail from blocked objects/composition and applying relevant rendering techniques. 	✓ Students represent still life composition in detail from blocked objects/composition and applying relevant rendering techniques
	25 Minutes	<p>Reflection</p> <ul style="list-style-type: none"> Tutor guides student teachers to exhibit works and reflect on lesson by raising critical issues for class discussion and asking relevant questions. 	<p>Reflection</p> <ul style="list-style-type: none"> Student teachers exhibit their detail drawings for gallery walk. Student teachers respond to questions asked. Clean up 	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>Summary of Assessment Methods:</p> <p>Component 1: Projects/Exhibition</p> <ul style="list-style-type: none"> Student teachers exhibit their project work showing detailed drawings of composed still-life objects for peer and self-reviewing <p>Assessment Type: Assessment for, as and of Learning.</p>			

	<p>Category of Assessment: Continuous Assessment.</p> <p>Learning Outcomes to be assessed:</p> <p>✓ Knowledge and skill in developing details from ‘blocked’ still life drawing</p> <p>LO.1., LO.2. NTS 1b, 2c, 2e, 2f, 3d, 3e, 3f,</p> <p>Weighting ((non-scoring))</p>
Teaching Learning Resources	<ul style="list-style-type: none"> • Mobile Phones, laptop computer/PCs, Internet facility and Textbooks
Required Text (core)	<ul style="list-style-type: none"> • Ocvirk, G.O., Stinson E.R., Wegg P., Bone O. R. and Cayton L. D. (2002) <i>Art Fundamentals: Theory and Practice</i> (9th Ed.). New York; McGraw – Hill companies Inc.
Additional Reading List	<ul style="list-style-type: none"> • Gene A. M (2006) <i>Art in Focus</i>, McGraw Hill. New York. • Amenuke, S. K et al. (1999), <i>General Knowledge in Art for Secondary Schools</i>, Accra. Ministry of Education. • Agyarkoh E. (2016) <i>Graphic Communication Design for Schools and Colleges</i>. (first edition). Cape Coast Pas-Let Business Centre. • Stanyer, P. (2013) <i>A complete book of drawing techniques: A professional guide for artists</i>. London Arcturus Publishing Ltd. • Ryder, A. (2000). <i>The Artist’s complete guide to figure drawing: A contemporary perspective on the classical tradition</i>. New York: Watson - Guptill Publications. • Gene, F. (2004). <i>The art of pencil drawing</i>. Irvine: Quayside publishing group. • Fulcher, A. et al, (1998). <i>Painting and Decoration: An information manual</i> (4th edition) United Kingdom: Blackwell Publication.
CPD Needs	<p>Training in the use of Power_ Point presentation, use of search engine (YouTube, Khan Academy, Coursera, Udemy, MOOCs)</p>

LESSON 8

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Drawing from Nature – View finder, Introduction to perspective drawing and sketching from landscape				Lesson Duration	3 hours	
Lesson description	<p>Visual arts is an area of study within the context of the growing multicultural setting of Ghana. This lesson involves the use of various tools and teaching and learning strategies to develop drawings from nature with reference to landscape and perspective drawing.</p> <p>This lesson is also to prepare student teachers to demonstrate independent thinking, research, and creative skills through research, presentation and practice.</p> <p>NTS 1b, 2c, 2f, 3d, 3e, 3f,</p>						
Previous student teacher knowledge, prior learning (assumed)	<p>Student Teachers:</p> <ul style="list-style-type: none"> Develop detail drawings from ‘blocked’ representation Are knowledgeable of the concept of detail drawing. 						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Misconceptions about Visual Art. Religious and cultural background of students. Students’ attitude towards activity-based learning Individual needs of learners 						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity ✓	Work-Based Learning	Seminars	Independent Study ✓	e-learning opportunities ✓	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Tutor -to-student presentations; independent studio practice/study and research on drawing using OERs.						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	<ul style="list-style-type: none"> The purpose of this lesson is to introduce student teachers to the basic processes and importance of representing objects and scenes on two-dimensional surfaces. The lesson is also intended to provide opportunity for student teachers to become conscious of their strengths, competencies and skills within the Visual Arts domains and a critical and make informed capability in idea development as well as in basic design processes. Pedagogical strategies are designed to guide learners to perform tasks through, independent study exhibitions and discussions for life-long learning. <p>Ultimately, the lesson shall seek to prepare student teachers to demonstrate collaborative skills, independent thinking, inter-personal skills, manipulative and creative skills.</p> <p>NTS 1b, 2c, 2f, 3d, 3e, 3f</p>						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes: By the end of the lesson, the student teacher will be able to:		Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.		
	<p>LO.1. Demonstrate knowledge and understanding of the concept and importance of a view finder in drawing.</p> <p>LO.2. Demonstrate knowledge, understanding of the concept of perspective drawing and its application in drawing (practice).</p>	<p>1.1 Present a chart on the importance of having a view finder for landscape drawing.</p> <p>2.1 Present a spidergram on the components / terminologies in landscape scenery.</p> <ul style="list-style-type: none"> Develop sketches on one-point and two-point perspective scenes / objects 	<p>Student teachers work in mixed ability and gender inclusive groups as well as independent study, using their phones and other electronic devices to surf the internet for information to attain:</p> <ul style="list-style-type: none"> communication skills critical thinkingcreativity socio-cultural and economic differences. gender issues. team work/colaboration Issues of SEN (Special Education Needs) 				

	LO3. Demonstrate knowledge and skill in using a view finder and using varied drawing techniques in representing landscape scenery on supports	3.1 Display an illustration / landscape drawings.	
Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent
			Teacher Activity
			Student Activity
	Drawing from Nature – View finder, perspective drawing and sketching from landscape.	15 Minutes	<ul style="list-style-type: none"> Tutor facilitates student teachers' sharing of experiences from their School placement programme Tutor guides student teachers' revision of previous knowledge on the concept and relevance of detailed drawing. Tutor facilitates student teacher transition to the new lesson with the use of 'Know, Want to know and Learnt (KWL)'
View finder and the concept of perspective drawing.	25 Minutes	<p>Discussion</p> <p>i. Tutor facilitates a brainstorming session to enable students explain the concept using a 'view finder' in landscape drawing</p> <p>Group Work/ICT</p> <p>ii. Tutor, puts student students in groups and, guides them to explore OERs to explain concept of perspective drawing and the terminologies associated with it.</p>	<p>Discussion</p> <ul style="list-style-type: none"> students explain the concept of drawing through brainstorming. <p>Group Work/ICT</p> <ul style="list-style-type: none"> Student teachers use OERs to explore the concept of perspective drawing and the terminologies associated with it.
Perspective drawing	60 minutes	<p>Demonstration</p> <ul style="list-style-type: none"> Tutor guides individual student teachers to illustrate two and three-point perspective scenes (landscape) <ul style="list-style-type: none"> An avenue with trees / electricity poles on one or both sides below eye level (one-point) 	<p>Demonstration</p> <ul style="list-style-type: none"> student teachers to illustrate two and three-point perspective scenes (landscape) <ul style="list-style-type: none"> An avenue with trees / electricity poles on one or both sides below eye level (one-point) A building depicting two-point perspective.

			➤ A building depicting two-point perspective. (below, above and at eye level)	(below, above and at eye level)
	Sketching from landscape.	60 minutes	Independent Learning <ul style="list-style-type: none"> Tutor supports student teachers to develop and use view finders to sketch landscapes in perspective. 	Independent Learning <ul style="list-style-type: none"> Student teachers to develop and use view finders to sketch landscapes in perspective.
		20 Minutes	Reflection Tutor guides student teachers to exhibit works and reflect on lesson by raising critical issues for class discussion and asking relevant questions.	Reflection Student teachers exhibit their sketches for gallery walk. <ul style="list-style-type: none"> Student teachers respond to questions asked. Clean up
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	Summary of Assessment Methods:			
	Component 1: Portfolio / Project (Studio practice) / hands-on demonstration / Exhibitions <ul style="list-style-type: none"> Student teachers make sketches on one-point and two-point perspective scenes/objects to be peer reviewed Assessment Type: Assessment as Learning. Category of Assessment: Continuous Assessment. Learning Outcomes to be assessed: <ul style="list-style-type: none"> ✓ Skill in using a view finder and using varied drawing techniques in representing landscape scenery on supports LO.3. NTS 1b, 2c, 2e, 2f, 3d, 3e, 3f, Weighting (30%)			
	Component 2: Portfolio (Reports, presentations, documentation, etc. 1 Student teachers present written reports/charts/spidergram, etc. in groups on their independent studies on drawing skills			
	Assessment Type: Assessment as Learning. Category of Assessment: Continuous Assessment. Learning Outcomes to be assessed: <ul style="list-style-type: none"> Present a chart on the importance of having a view finder for landscape drawing. Present a spidergram on the components / terminologies in landscape scenery. LO.3. NTS 1b, 2c, 2e, 2f, 3d, 3e, 3f,			
Teaching Learning Resources	<ul style="list-style-type: none"> Mobile Phones, laptop computer/PCs, Internet facility and Textbooks 			
Required Text (core)	Ocvirk, G.O., Stinson E.R., Wegg P., Bone O. R. and Cayton L. D. (2002) <i>Art Fundamentals: Theory and Practice</i> (9 th Ed.). New York; McGraw – Hill companies Inc.			
Additional Reading List	<ul style="list-style-type: none"> Gene A. M (2006) <i>Art in Focus</i>, McGraw Hill. New York. Amenuke, S. K et al. (1999), <i>General Knowledge in Art for Secondary Schools</i>, Accra. Ministry of Education. Agyarkoh E. (2016) <i>Graphic Communication Design for Schools and Colleges</i>. (first edition). Cape Coast Pas-Let Business Centre. Stanyer, P. (2013) <i>A complete book of drawing techniques: A professional guide for artists</i>. London Arcturus Publishing Ltd. Ryder, A. (2000). <i>The Artist's complete guide to figure drawing: A contemporary perspective on the classical tradition</i>. New York: Watson - Guptill Publications. Gene, F. (2004). <i>The art of pencil drawing</i>. Irvine: Quayside publishing group. Fulcher, A. et al, (1998). <i>Painting and Decoration: An information manual</i> (4th edition) United Kingdom: Blackwell Publication. 			

CPD Needs	Training in the use of Power_ Point presentation, use of search engine (YouTube, Khan Academy, Coursera, Udemy, MOOCs) PDP- Team 5, Group work (PDP- Team 4)
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LESSON 9

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12							
Title of Lesson	Drawing from Nature (5-minute sketches from nature)			Lesson Duration				3 hours				
Lesson description	<p>Visual Arts is an area of study within the context of the growing multicultural setting of Ghana. This lesson involves the use of various tools and teaching and learning strategies to verify drawing from nature through practice.</p> <p>This lesson is also to prepare student teachers to demonstrate independent thinking, research, and creative skills through research, presentation and practice.</p> <p>NTS 1b, 2c, 2f, 3d, 3e, 3f,</p>											
Previous student teacher knowledge, prior learning (assumed)	<p>Student Teachers:</p> <ul style="list-style-type: none"> • apply the concept of perspective drawing in practice • illustrate landscape scenery. 											
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Misconceptions about Visual Art. • Religious and cultural background of students. • Students' attitude towards activity-based learning • Individual needs of learners 											
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity ✓	Work-Based Learning	Seminars	Independent Study ✓	e-learning opportunities ✓	Practicum					
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Tutor -to-student presentations; independent studio practice/study and research on drawing using OERs.											
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	<ul style="list-style-type: none"> • The purpose of this lesson is to introduce student teachers to the basic processes and importance of representing objects and scenes on two-dimensional surfaces. The lesson is also intendeds to provide opportunity for student teachers to become conscious of their strengths, competencies and skills within the Visual Arts domains and a critical and make informed capability in idea development as well as in basic design processes. Pedagogical strategies are designed to guide learners to perform tasks through, independent study exhibitions and discussions for life-long learning. <p>Ultimately, the lesson shall seek to prepare student teachers to demonstrate collaborative skills, independent thinking, inter-personal skills, manipulative and creative skills.</p> <p>NTS 1b, 2c, 2f, 3d, 3e, 3f</p>											
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes: By the end of the lesson, the student teacher will be able to:			Learning Indicators				Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.				
	LO.1. Demonstrate knowledge and skill in exploring the possibilities of using various techniques to develop 5-minutes sketches from nature.			1. Exhibit/Display 5-minutes sketches from nature.				<p>Student teachers work in mixed ability and gender inclusive groups as well as independent study, using their phones and other electronic devices to surf the internet for information to attain:</p> <ul style="list-style-type: none"> ✓ communication skills ✓ critical thinking ✓ creativity ✓ innovation team work, ✓ Gender issues. ✓ Issues of SEN (Special Education) 				

Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
Drawing from Nature (5-minute sketches from nature)		15 Minutes	<ul style="list-style-type: none"> Tutor guides student teachers' revision of previous knowledge on view finders, perspective drawing and sketching from landscape. Tutor facilitates student teacher transition to the new lesson with the use of '<i>Know, Want to know and Learnt (KWL)</i>'. <p>Tutor facilitates student teachers' sharing of experiences from their School placement programme</p>	<ul style="list-style-type: none"> Student teachers brainstorm to revise their knowledge and understanding on view finders, perspective drawing and sketching from landscape. Student teachers in groups, note down what they already about the topic and what they want to learn from the lesson. Student teachers' share experiences from their School placement programme
	The concept of Drawing from nature.	15 Minutes	<p>Discussion</p> <ul style="list-style-type: none"> Tutor facilitates a shower thought session to enable students explain the concept of drawing from nature. 	<p>Discussion</p> <ul style="list-style-type: none"> students explain the concept of drawing from nature through a shower thought session.
	Drawing from nature.	120 minutes	<p>Independent Learning/Hands-on</p> <ul style="list-style-type: none"> Tutor guides student teachers to use various techniques to develop 5-minutes sketches from nature (Outdoor Practice). 	<p>Independent Learning/Hands-on</p> <ul style="list-style-type: none"> student teachers to use various techniques to develop 5-minutes sketches from nature.
		30 minutes	<p>Reflection</p> <ul style="list-style-type: none"> Tutor guides student teachers to exhibit works and reflect on lesson by raising critical issues for class discussion and asking relevant questions. 	<p>Reflection</p> <ul style="list-style-type: none"> Student teachers exhibit their sketches for gallery walk. Student teachers respond to questions asked. Clean up
	Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>Summary of Assessment Methods: Component 2: Portfolio / project (Studio practice) / hands-on demonstration / Exhibitions Student teachers exhibit/display thumb-nail sketches from nature.</p> <p>Assessment Type: Assessment for and as Learning. Category of Assessment: Continuous Assessment. Learning Outcomes to be assessed: ✓ Skill in exploring the possibilities of using various techniques to develop thumb-nail sketches from nature. LO.1. NTS 1b, 2c, 2e, 2f, 3d, 3e, 3f, Weighting (non-scoring)</p>		
Teaching Learning Resources	<ul style="list-style-type: none"> Mobile Phones, laptop computer/PCs, Internet facility and Textbooks 			
Required Text (core)	Ocvirk, G.O., Stinson E.R., Wegg P., Bone O. R. and Cayton L. D. (2002) <i>Art Fundamentals: Theory and Practice</i> (9 th Ed.). New York; McGraw – Hill companies Inc.			

Additional Reading List	<ul style="list-style-type: none"> • Gene A. M (2006) <i>Art in Focus</i>, McGraw Hill. New York. • Amenuke, S. K et al. (1999), <i>General Knowledge in Art for Secondary Schools</i>, Accra. Ministry of Education. • Agyarkoh E. (2016) <i>Graphic Communication Design for Schools and Colleges</i>. (first edition). Cape Coast Pas-Let Business Centre. • Stanyer, P. (2013) <i>A complete book of drawing techniques: A professional guide for artists</i>. London Arcturus Publishing Ltd. • Ryder, A. (2000). <i>The Artist's complete guide to figure drawing: A contemporary perspective on the classical tradition</i>. New York: Watson - Guphill Publications. • Gene, F. (2004). <i>The art of pencil drawing</i>. Irvine: Quayside publishing group. • Fulcher, A. et al, (1998). <i>Painting and Decoration: An information manual</i> (4th edition) United Kingdom: Blackwell Publication.
CPD Needs	Training in the use of out-door studies in Art PDP- Team 6, Group work (PDP- Team 4)

LESSON 10

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Developing landscape drawings (buildings) and applying varied rendering (shading) techniques such as regular shading, irregular shading and directional shading.					Lesson Duration	3 hours
Lesson description	<p>Visual Arts is an area of study within the context of the growing multicultural setting of Ghana. This lesson involves the use of various tools and teaching and learning strategies to verify landscape drawings (buildings) and applying varied rendering (shading) techniques such as regular shading, irregular shading and directional shading.</p> <p>This lesson is also to prepare student teachers to demonstrate independent thinking, research, and creative skills through research, presentation and practice.</p> <p>NTS 1b, 2c, 2f, 3d, 3e, 3f,</p>						
Previous student teacher knowledge, prior learning (assumed)	<p>Student Teachers:</p> <ul style="list-style-type: none"> use various techniques to develop sketches from nature. 						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Misconceptions about Visual Art. Religious and cultural background of students. Students' attitude towards activity-based learning Individual needs of learners 						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity ✓	Work-Based Learning	Seminars	Independent Study ✓	e-learning opportunities ✓	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Tutor -to-student presentations; independent studio practice/study and research on drawing using OERs.						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	<ul style="list-style-type: none"> The purpose of this lesson is to introduce student teachers to the basic processes and importance of representing objects and scenes on two-dimensional surfaces. The lesson is also intended to provide opportunity for student teachers to become conscious of their strengths, competencies and skills within the Visual Arts domains and a critical and make informed capability in idea development as well as in basic design processes. Pedagogical strategies are designed to guide learners to perform tasks through, independent study exhibitions and discussions for life-long learning. <p>Ultimately, the lesson shall seek to prepare student teachers to demonstrate collaborative skills, independent thinking, inter-personal skills, manipulative and creative skills.</p> <p>NTS 1b, 2c, 2f, 3d, 3e, 3f</p>						

<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes: By the end of the lesson, the student teacher will be able to:		Learning Indicators	Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.
	<p>LO1. Demonstrate knowledge and understanding of types of rendering (shading) such as regular shading, irregular shading, directional shading and their associated techniques [hatches, cross-hatches, pointillism / stippling, mass, contour lines, and crumbling].</p> <p>LO2. Demonstrate knowledge and skill in developing landscape drawings (buildings) and applying varied rendering (shading) styles such as regular shading, irregular shading, directional shading and their associated techniques [hatches, cross-hatches, pointillism / stippling, mass, contour lines, and crumbling].</p>		<ul style="list-style-type: none"> Present chart on the group discussions on rendering (shading) techniques such as regular shading, irregular shading and directional shading. Display landscape drawings (buildings). 	<p>Student teachers work in mixed ability and gender inclusive groups as well as independent study, using their phones and other electronic devices to surf the internet for information to attain:</p> <ul style="list-style-type: none"> communication skills inclusive and gender issues team work. gender issues. Issues of SEN (Special Education Needs)
Topic Title Developing landscape drawings (buildings) and applying varied rendering (shading) techniques such as regular shading, irregular shading and directional shading.	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
		15 Minutes	<ul style="list-style-type: none"> Tutor guides student teachers to revise previous knowledge on sketching from nature. Tutor facilitates student teacher transition to the new lesson with the use of 'Know, Want to know and Learnt (KWL)' <p>Tutor facilitates student teachers' sharing of experiences from their School placement programme</p>	<ul style="list-style-type: none"> Student teachers use Shower thoughts to revise their knowledge and understanding of sketching from nature. Student teachers in groups, note down what they already about the topic and what they want to learn from the lesson. Student teachers' share experiences from their School placement programme
	The concept of landscape drawing varied rendering (shading) techniques.	30 Minutes	<u>Discussion</u> <ul style="list-style-type: none"> Tutor facilitates a brainstorming session and research on OERs to enable students explain the concept and techniques in rendering (shading) ➤ Regular, irregular and directional shading techniques 	<u>Discussion</u> <ul style="list-style-type: none"> students explain the concept of drawing through brainstorming. Student teachers use OERs to explore the concept and techniques in rendering (shading)

			<ul style="list-style-type: none"> Hatches, cross-hatches, pointillism / stippling, mass, contour lines, and crumbling. 	
	Developing landscape drawings (buildings) and applying varied rendering (shading) techniques in practice.	110 Minutes	Independent Learning <ul style="list-style-type: none"> Tutor guides individual student teachers to explore and develop landscape drawings (buildings) and applying relevant and varied rendering (shading) techniques in practice eg. hatches, cross-hatches, pointillism / stippling, mass, contour lines, and crumbling. 	Independent Learning <ul style="list-style-type: none"> ✓ Student teachers to explore and develop landscape drawings (buildings) and applying relevant and varied rendering (shading) techniques in practice eg. hatches, cross-hatches, pointillism / stippling, mass, contour lines, and crumbling.
		25 Minutes	Reflection <ul style="list-style-type: none"> Tutor guides student teachers to exhibit works and reflect on lesson by raising critical issues for class discussion and asking relevant questions. 	Reflection <ul style="list-style-type: none"> Student teachers exhibit their sketches for gallery walk. Student teachers respond to questions asked. Clean up
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>Summary of Assessment Methods: Component 3: Portfolio/ hands-on demonstration Student teachers present drawings illustrating shading techniques such as regular shading, irregular shading and directional shading (hatching/cross hatching) and critique among themselves. Assessment Type: Assessment ‘for’ and ‘as’ Learning. Category of Assessment: Continuous Assessment.</p> <ul style="list-style-type: none"> Developing landscape drawings (buildings) (Practical). <p>Learning Outcomes to be assessed:</p> <ul style="list-style-type: none"> ✓ Skill in developing landscape drawings (buildings) and applying varied rendering (shading) techniques such as regular shading, irregular shading (hatching/cross hatching) and directional shading. <p style="text-align: center;">LO.2. NTS 1b, 2c, 2e, 2f, 3d, 3e, 3f, Weighting (non-Scoring)</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> Mobile Phones, laptop computer/PCs, Internet facility and Textbooks 			
Required Text (core)	Ocvirk, G.O., Stinson E.R., Wegg P., Bone O. R. and Cayton L. D. (2002) <i>Art Fundamentals: Theory and Practice</i> (9 th Ed.). New York; McGraw – Hill companies Inc.			
Additional Reading List	<ul style="list-style-type: none"> Gene A. M (2006) <i>Art in Focus</i>, McGraw Hill. New York. Amenuke, S. K et al. (1999), <i>General Knowledge in Art for Secondary Schools</i>, Accra. Ministry of Education. Agyarkoh E. (2016) <i>Graphic Communication Design for Schools and Colleges</i>. (first edition). Cape Coast Pas-Let Business Centre. Stanyer, P. (2013) <i>A complete book of drawing techniques: A professional guide for artists</i>. London Arcturus Publishing Ltd. Ryder, A. (2000). <i>The Artist’s complete guide to figure drawing: A contemporary perspective on the classical tradition</i>. New York: Watson - Guptill Publications. Gene, F. (2004). <i>The art of pencil drawing</i>. Irvine: Quayside publishing group. Fulcher, A. et al, (1998). <i>Painting and Decoration: An information manual</i> (4th edition) United Kingdom: Blackwell Publication. 			
CPD Needs	Training in the use of Power_ Point presentation, use of search engine (YouTube, Khan Academy, Coursera, Udemy, MOOCs) PDP- Team 5, Group work (PDP- Team 4)			

LESSON 11

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12						
Title of Lesson	Independent work and Studio Practice – Making drawings to serve a need based on creativity (theme selection sources of inspiration and preliminary designing)				Lesson Duration	3 hours					
Lesson description	Visual Arts is an area of study within the context of the growing multicultural setting of Ghana. This lesson involves the use of various tools and teaching and learning strategies to verify drawings to serve a need based on creativity. The lesson is also to prepare student teachers to demonstrate independent thinking, research, and creative skills through research, presentation and practice and apply same knowledge in teaching early adolescence. NTS 1b, 2c, 2f, 3d, 3e, 3f,										
Previous student teacher knowledge, prior learning (assumed)	Student Teachers: <ul style="list-style-type: none"> Develop landscape drawings (buildings) and apply varied rendering (shading) techniques. 										
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Misconceptions about Visual Art. Religious and cultural background of students. Students’ attitude towards activity-based learning Individual needs of learners 										
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity ✓	Work-Based Learning	Seminars	Independent Study ✓	e-learning opportunities ✓	Practicum				
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Tutor -to-student presentations; independent studio practice/study and research on drawing using OERS.										
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	<ul style="list-style-type: none"> The purpose of this lesson is to introduce student teachers to the basic processes and importance of representing objects and scenes on two-dimensional surfaces. The lesson is also intended to provide opportunity for student teachers to become conscious of their strengths, competencies and skills within the Visual Arts domains and a critical and make informed capability in idea development as well as in basic design processes. Pedagogical strategies are designed to guide learners to perform tasks through, independent study exhibitions and discussions for life-long learning. <p>Ultimately, the lesson shall seek to prepare student teachers to demonstrate collaborative skills, independent thinking, inter-personal skills, manipulative and creative skills.</p> <p>NTS 1b, 2c, 2f, 3d, 3e, 3f</p>										

<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes: By the end of the lesson, the student teacher will be able to:	Learning Indicators	Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.
	<p>LO.1. Demonstrate knowledge and understanding of the concept creativity and the relevance of making drawings to serve a need</p> <p>LO2. Demonstrate knowledge and skill in exploring Open Educational Resources (OERs) in identifying the sources of inspiration for artistic expression and preliminary designing.</p> <p>LO.3. Demonstrate knowledge and skill in developing ideas through thematic preliminary designing</p>	<ul style="list-style-type: none"> ✓ Group discussion about the concept creativity and the relevance of making drawings to serve a need. ✓ Present a chart on the sources of inspiration for artistic expression and components / procedure for preliminary designing ✓ Display illustrations of preliminary designs based on selected problems or issues. 	<ul style="list-style-type: none"> ✓ communication skills ✓ digital literacy-information communication & technology (ICT) skills ✓ socio-cultural and economic differences, ✓ team work, ✓ gender issues ✓ Issues of SEN (Special Education Needs)

	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
<p>Topic Title</p> <p>Independent work and Studio Practice – Making drawings to serve</p>		<p>15 Minutes</p>	<ul style="list-style-type: none"> • Tutor guides student teachers' revision of previous knowledge on landscape drawings (buildings) and various rendering (shading) techniques. • Tutor facilitates student teacher transition to the new lesson with the use of 'Know, Want to know and Learnt (KWL)' <p>Tutor facilitates student teachers' sharing of experiences from their School placement programme</p>	<ul style="list-style-type: none"> • Student teachers brainstorm to revise their knowledge and understanding of landscape drawings (buildings) and various rendering (shading) techniques. • Student teachers in groups, note down what they already about the topic and what they want to learn from the lesson. <p>Student teachers' share experiences from their School placement programme</p>

a need (based on creativity, sources of inspiration for the selection of themes and preliminary designing process).	Creativity, sources of inspiration for preliminary designing and preliminary designing process.	✓ Minutes	<p>Discussion</p> <p>i. Tutor facilitates a brainstorming session to enable students explain the concept of creativity.</p> <p>Group Work</p> <p>ii. Tutor puts students in groups and guides student teachers to identifying the sources of inspiration for artistic expression and preliminary designing process.</p> <p>➤ Sources of inspiration / ideas:</p> <ul style="list-style-type: none"> • Natural order (God, Gods spirits) animal forms, life cycle, mineral forms etc. • Social sources (religion, health and safety, law and order, recreation etc.) • Political sources (indigenous government, community life, economy, royal regalia, etc) • Symbolic forms (mythology, body marking symbols, hairdo, puberty, adinkra, umbrella tops, proverbs, etc) • Modern sources (Architecture, tourism, ICT, fashion and costume, etc) <p>Preliminary design process:</p> <ul style="list-style-type: none"> • Observe ideas, theme or topic • Sketch from different sides in thumbnail • Further develop thumbnail sketches by combining and subtracting • Select appropriate thumbnail sketch and reproduce as a working drawing. 	<p>Discussion</p> <ul style="list-style-type: none"> • students explain the concept of creativity through brainstorming. <p>Group Work</p> <ul style="list-style-type: none"> • Student teachers use OERs to identifying and produce a chat on the sources of inspiration for artistic expression and preliminary designing process and present for discussion.
	Developing preliminary design sketches	105 minutes	<p>Independent Learning</p> <ul style="list-style-type: none"> • Tutor guides student teachers to explore and produce sketches (preliminary design) to solve identified problems. 	<p>Independent Learning</p> <ul style="list-style-type: none"> ✓ student teachers to explore and produce sketches (preliminary design) to solve identified problems.
		25 minutes	<p>Reflection</p> <ul style="list-style-type: none"> • Tutor guides student teachers to exhibit works and reflect on lesson by raising critical issues for class discussion and asking relevant questions. 	<p>Reflection</p> <ul style="list-style-type: none"> • Student teachers exhibit their sketches for gallery walk. • Student teachers respond to questions asked. • Clean up

<p>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)</p>	<p>Summary of Assessment Methods: Component 2: Portfolio / hands-on demonstration / Student teachers display illustrations of preliminary designs based on selected problems or issues and critique it among themselves. Assessment Type: Assessment as Learning. Category of Assessment: Continuous Assessment. Learning Outcomes to be assessed: ✓ Skill in developing ideas through thematic preliminary designing</p> <p>LO.3. NTS 1b, 2c, 2e, 2f, 3d, 3e, 3f, Weighting (no-scoring)</p>
<p>Teaching Learning Resources</p>	<ul style="list-style-type: none"> • Mobile Phones, laptop computer/PCs, Internet facility and Textbooks
<p>Required Text (core)</p>	<p>Ocvirk, G.O., Stinson E.R., Wegg P., Bone O. R. and Cayton L. D. (2002) <i>Art Fundamentals: Theory and Practice</i> (9th Ed.). New York; McGraw – Hill companies Inc.</p>
<p>Additional Reading List</p>	<ul style="list-style-type: none"> • Gene A. M (2006) <i>Art in Focus</i>, McGraw Hill. New York. • Amenuke, S. K et al. (1999), <i>General Knowledge in Art for Secondary Schools</i>, Accra. Ministry of Education. • Agyarkoh E. (2016) <i>Graphic Communication Design for Schools and Colleges</i>. (first edition). Cape Coast Pas-Let Business Centre. • Stanyer, P. (2013) <i>A complete book of drawing techniques: A professional guide for artists</i>. London Arcturus Publishing Ltd. • Ryder, A. (2000). <i>The Artist’s complete guide to figure drawing: A contemporary perspective on the classical tradition</i>. New York: Watson - Guptill Publications. • Gene, F. (2004). <i>The art of pencil drawing</i>. Irvine: Quayside publishing group. • Fulcher, A. et al, (1998). <i>Painting and Decoration: An information manual</i> (4th edition) United Kingdom: Blackwell Publication.
<p>CPD Needs</p>	<p>Training in the use of Power_ Point presentation, use of search engine (YouTube, Khan Academy, Coursera, Udemy, MOOCs)</p>

LESSON 12

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Independent studio work and practice – Designing a product based on selected themes, Appreciation and criticism of designed products					Lesson Duration	3 hours
Lesson description	<p>This lesson also provides opportunity for student teachers to review all that was learnt in the semester. Visual Arts is an area of study within the context of the growing multicultural setting of Ghana. This lesson involves the use of various tools and teaching and learning strategies to design a product based on selected themes and do appreciation of designed Visual Art items This lesson is also to prepare student teachers to demonstrate independent thinking, research, and creative skills through research, presentation and practice.</p> <p>NTS 1b, 2c, 2f, 3d, 3e, 3f,</p>						
Previous student teacher knowledge, prior learning (assumed)	<p>Student Teachers:</p> <ul style="list-style-type: none"> • Explain the concept of creativity and preliminary designing. • Illustrate preliminary designs. 						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Misconceptions about Visual Art. • Religious and cultural background of students. • Students’ attitude towards activity-based learning • Individual needs of learners 						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity ✓	Work-Based Learning	Seminars	Independent Study ✓	e-learning opportunities ✓	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Tutor -to-student presentations; independent studio practice/study and research on drawing using OERs.						
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	<ul style="list-style-type: none"> • The purpose of this lesson is to introduce student teachers to the basic processes and importance of representing objects and scenes on two-dimensional surfaces. The lesson is also intendeds to provide opportunity for student teachers to review the semester’s work: <ul style="list-style-type: none"> ✓ The Concept, Purpose, Types and Uses of Drawing ✓ Drawing tools, equipment and materials: Uses and Maintenance ✓ Fundamental skills in drawing and composition ✓ Creating Values and Tones by Shading (Rendering). ✓ Drawing cylindrical objects, Drawing Spherical objects, Composition of objects from basic forms. ✓ Introduction to still life drawing - (Layout and Composition, blocking and provision of details). ✓ Introduction to still life (object) Drawing - Developing details from ‘blocked’ representations. ✓ Drawing from Nature Developing landscape drawings (buildings) and applying varied rendering (shading) techniques such as regular shading, irregular shading and directional shading. ✓ Independent work and Studio Practice – Making drawings to serve a need based on creativity (theme selection sources of inspiration and preliminary designing) ✓ Appreciation and criticism of designed products <ul style="list-style-type: none"> • Pedagogical strategies are designed to guide learners to perform tasks through, independent study exhibitions and discussions for life-long learning. 						

	Ultimately, the lesson shall seek to prepare student teachers to demonstrate collaborative skills, independent thinking, inter-personal skills, manipulative and creative skills. NTS 1b, 2c, 2f, 3d, 3e, 3f			
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes: By the end of the lesson, the student teacher will be able to:	Learning Indicators	Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.	
	LO1. Demonstrate knowledge and understanding of the concept of art appreciation and criticism LO2. Demonstrate knowledge and skill in exploring Open Educational Resources (OERs) in identifying the concept and procedure for art appreciation LO3. Demonstrate knowledge and skill in developing designs on selected themes.	1.1 discussions the concept of art appreciation and criticism. 2.1 Display a chart / spidergram on art appreciation and criticism 2.2 Display illustrations of designs based on selected themes.	Student teachers work in mixed ability and gender inclusive groups as well as independent study, using their phones and other electronic devices to surf the internet for information to attain: <ul style="list-style-type: none"> Communication skills Digital literacy-information communication & technology (ict) skills Socio-cultural and economic differences, team work. Gender issues Critical thinking creativity Issues of SEN (special education needs) 	
Topic Title Independent studio work and practice – Designing a product based on selected themes, Appreciation and criticism of designed products	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
		60 Minutes	<ul style="list-style-type: none"> Tutor guides student teachers' revision of previous knowledge on the on all topics studied through the semester Tutor facilitates student teachers' sharing of experiences from their School placement programme for the semester	<ul style="list-style-type: none"> Student teachers use Shower thoughts to revise their knowledge and understanding of the on all topics studied through the semester Student teachers in groups, note down what they already about the topic and what they want to learn from the lesson. Student teachers' share experiences from their School placement programme for the semester
	The concept of appreciation and criticism.	35 Minutes	Brain Storming i. Tutor facilitates a brainstorming session to enable students explain the concept of appreciation and criticism. E-learning ii. Tutor, puts student teachers into groups and engages them to explore OERs to	<ul style="list-style-type: none"> students explain the concept of appreciation and criticism through brainstorming. Student teachers use OERs to explore the concept of appreciation and criticism

			<p>explain concept of appreciation and criticism.</p> <p>Procedure for appreciation</p> <ul style="list-style-type: none"> • Identification of work of art (Title, artist, date, size, medium, location) • Inventory of items in the work of art (naming the items in the work and describing their physical properties) • Technical qualities of the work (kinds of materials, tools, methods, design/composition, and styles) • Interpretation (meaning of work, function and its relation to culture. 	
	Designing a product based on a selected theme.	60 minutes	<ul style="list-style-type: none"> • Tutor supports student teachers to explore and develop sketches based on selected themes. 	<ul style="list-style-type: none"> ✓ student teachers to explore and produce sketches on selected themes.
		25 minutes	<p>Reflection</p> <ul style="list-style-type: none"> ✓ Tutor guides student teachers to exhibit works and reflect on lesson by raising critical issues for class discussion and asking relevant questions. 	<ul style="list-style-type: none"> • Student teachers exhibit their sketches for gallery walk. • Student teachers respond to questions asked. • Clean up
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>Summary of Assessment Methods:</p> <p>Component 1: portfolio /Studio practice / hands-on demonstration</p> <p>Assessment Type: Assessment for and as Learning.</p> <p>Category of Assessment: Continuous Assessment.</p> <ul style="list-style-type: none"> ✓ Presentation on charts. ✓ Developing preliminary sketches on selected themes (Practical). <p>Learning Outcomes to be assessed:</p> <ul style="list-style-type: none"> ✓ skill in developing designs on selected themes. <p>LO.1., LO.2. NTS 1b, 2c, 2e, 2f, 3d, 3e, 3f,</p> <p>Weighting: 30%+</p>			
	<p>Component 2: Documentation / presentation of reports, charts, spidergrams etc.</p> <p>Assessment type: Assessment of and for learning</p> <p>Category of assessment: Continuous Assessment.</p> <p>Learning outcomes to be assessed:</p> <ul style="list-style-type: none"> ✓ Knowledge and understanding of the concept and procedure for art appreciation. <p>LO.2. NTS 1b, 2c, 2e, 2f, 3d, 3e, 3f.</p> <p>Weighting: 30%</p>			

	<p>Component 1: Examination / Tests /Quizzes Assessment type: Assessment of and for learning Category of assessment: Summative Learning outcomes to be assessed:</p> <ul style="list-style-type: none"> • The Concept, Purpose, Types and Uses of Drawing • Drawing tools, equipment and materials: Uses and Maintenance • Fundamental skills in drawing and composition • Creating Values and Tones by Shading (Rendering). • Drawing cylindrical objects, Drawing Spherical objects, Composition of objects from basic forms. • Introduction to still life drawing - (Layout and Composition, blocking and provision of details). • Introduction to still life (object) Drawing - Developing details from 'blocked' representations. • Drawing from Nature Developing landscape drawings (buildings) and applying varied rendering (shading) techniques such as regular shading, irregular shading and directional shading. • Making drawings to serve a need based on creativity (theme selection sources of inspiration and preliminary designing) • Appreciation and criticism of designed products, etc. <p>LO.1., LO.2. LO3 NTS 1b, 2c, 2e, 2f, 3d, 3e, 3f.</p> <p>Weighting (30%)</p>
Teaching Learning Resources	<ul style="list-style-type: none"> • Mobile Phones, laptop computer/PCs, Internet facility and Textbooks
Required Text (core)	<p>Ocvirk, G.O., Stinson E.R., Wegg P., Bone O. R. and Cayton L. D. (2002) <i>Art Fundamentals: Theory and Practice</i> (9th Ed.). New York; McGraw – Hill companies Inc.</p>
Additional Reading List	<ul style="list-style-type: none"> • Gene A. M (2006) <i>Art in Focus</i>, McGraw Hill. New York. • Amenuke, S. K et al. (1999), <i>General Knowledge in Art for Secondary Schools</i>, Accra. Ministry of Education. • Agyarkoh E. (2016) <i>Graphic Communication Design for Schools and Colleges</i>. (first edition). Cape Coast Pas-Let Business Centre. • Stanyer, P. (2013) <i>A complete book of drawing techniques: A professional guide for artists</i>. London Arcturus Publishing Ltd. • Ryder, A. (2000). <i>The Artist's complete guide to figure drawing: A contemporary perspective on the classical tradition</i>. New York: Watson - Guptill Publications. • Gene, F. (2004). <i>The art of pencil drawing</i>. Irvine: Quayside publishing group. • Fulcher, A. et al, (1998). <i>Painting and Decoration: An information manual</i> (4th edition) United Kingdom: Blackwell Publication.
CPD Needs	<p>Training in the use of Power_ Point presentation, use of search engine (YouTube, Khan Academy, Coursera, Udemy, MOOCs) PDP- Team 5, Group work (PDP- Team 4)</p>

