YEAR 2

SEMESTER 1

Four-Year B.Ed. Course Manual

TVET (VIRTUAL ARTS) CONCEPTS AND FOUNDATIONAL SKILLS IN DRAWING









The Government of Ghana









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-strands 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, NTCEF, 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.

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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,I,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 Leve | el: 200 | С | redit value: 3 | Semester 1 | | | | | | | |
| Pre-requisite | Foundation | ns of Social St | udies and Technic | al Vocational Educa | ation and Trai | ning (TVET) | | | | | | |
| Course Delivery Modes | Face- | Practical | e-learning | Independent | Seminars | Work- | Practicu | | | | | |
| | to- | Activity | Opportunities | Study | | Based | m | | | | | |
| | face | | | | | Leaning | | | | | | |
| | | | | | | | | | | | | |
| - | 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. | | | | | | | | | | |
| (indicate NTS, NTECF, | | The Concept, Purpose, Types and Uses of Drawing Drawing Tools Toylor and Materials Lloss and Maintenance | | | | | | | | | | |
| BSC GLE to be addressed) | | Drawing Tools, Equipment and Materials: Uses and Maintenance Fundamental Skills in Drawing and Composition | | | | | | | | | | |
| audiesseuj | | | n to Still Life Drawii | = | | | | | | | | |
| | | Drawing fro | | ъ | | | | | | | | |
| | | _ | t work and Studio | Practice | | | | | | | | |
| | 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. 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. 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. 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. | | | | | | | | | | | |
| | on activiti | es. This cour | se will be assessed | s, talk for learning through examinat | ions, tests, po | rtfolio, repo | | | | | | |
| | self-assess | | | S p 2c,e, NTS p3d,e, | | | | | | | | |
| Course Learning | 61.0.4.5 | Outcom | | 4 4 1 1 | | icators | -+:II I:£- | | | | | |
| Outcomes: including INDICATOR S for Each | | emonstrate k | 0 / | | concepts of co | | | | | | | |
| learning outcome | | standing and | skill in basic sition, still life | | and drawing fr using variety | | | | | | | |
| icarining outcome | | | sition, still life ng from nature. | _ | ample explora | | | | | | | |
| | | p 21; NTS 2, | _ | | undamental sk | - | | | | | | |
| | INTECE | ρ Δ±, ΝΙΟ Ζ,(| - | composit | | ans in alawii | 15 0110 | | | | | |
| | | | | · · | ortfolio of sti | II life drawin | gs and | | | | | |
| | | | | · · | form nature. | Grawiii | G- ~ ~ | | | | | |
| | CLO.2. De | monstrate kr | owledge, | | chat of draw | ing tools, ea | uipment | | | | | |
| | | standing and | _ | | rials indicating | | | | | | | |
| | | _ | maintenance and | maintaine | | • | | | | | | |
| | | | pment) of basic | | rawing tools a | ind materials | s made | | | | | |
| | | ng tools, equi | | | l resources. | | | | | | | |
| | | ials using loca | | | a written repo | | | | | | | |
| | NTECF | p 21; NTS 2c | | - | ducts will adva | ince the con | cept of | | | | | |
| | Greening TVET | | | | | | | | | | | |

| | CLO.3. Demonstrate skills of working independently and collaboratively | | | 3.1. Exhibit portfolio of sketches from independent and collaborate study during | | |
|----------------|--|--------------------------|---|--|--|--|
| | | with both sexes and | • | studio practice. | | |
| | g | roups) during studi | o practice and | 3.2. Reflect on observations of drawings during | | |
| | | uring school placen | | supported teaching, noting diversity of talents | | |
| | N | ITS p1 a, e; 2 b, e; 3 | i, | | ies of learners and record same in | |
| Cause Cantant | Llaita | Tanian | Culp tomics life on | | ent reflective journal (SRJ). | |
| Course Content | Units | Topics: | Sub-topics (if an | у): | Teaching and learning activities to achieve learning outcomes | |
| | 1 | The Concept, | Foundational co | ncepts of | Tutor-to-student presentations | |
| | | Purpose, | drawing | | /student- to- student | |
| | | Types and Uses of | What is draw | - | presentations of a report on the | |
| | | Drawing | formal artist | | research conducted using library/OERs on the concept, | |
| | | Diawing | rendered line Why do peop | - | purpose, types and uses of | |
| | | | To relief stre | | drawing. | |
| | | | What are the | | a. a | |
| | | | drawing? - F | • • | | |
| | | | Mechanical | | | |
| | | | What are the us | es of | | |
| | | | drawings? - | | | |
| | | | Documentat | | | |
| | | | explain an id | | | |
| | 2 | Drawing | Identification | _ | Student teachers (individual or | |
| | | Tools, | naming, han | | group) visit libraries, art studios to interact and research into | |
| | | Equipment and Materials: | describing, n drawing, | nanipulating, | drawing tools, equipment and | |
| | | Uses and | Handling and | 1 11505 | materials. | |
| | | Maintenance | Care and ma | | Student teachers with the | |
| | | | Preservation | | guidance of Tutors produce and | |
| | | | | | experiment with simple tools | |
| | | | | | and materials from the | |
| | | | | | environment. | |
| | 3 | Fundamental | Basic strokes | with the | Student teachers undertake series | |
| | | Skills in | pencil | | of trials and exploratory | |
| | | drawing and | Creating value | | drawing activities using the | |
| | | composition | tones by sha | • | fundamental skill acquisition guide and present a portfolio of | |
| | | | Creating sha forms (cubic | | thump-nail sketches and sample | |
| | | | Drawing cyling | | drawings. Exposure of student | |
| | | | objects | idileai | teachers to the use of ICT | |
| | | | Drawing sph | erical | drawing tools like Coral draw, | |
| | | | objects | | Paint, etc. Student teachers | |
| | | | Composition | of objects | produce a portfolio of drawings | |
| | | | from basic fo | orms | using variety of tools and | |
| | 4 | Introduction | Layout and c | omposition | techniques. Student-student/tutor-student | |
| |] | to Still Life | Blocking | | guidance and coaching amidst | |
| | | Drawing | Provision of | details | series of practical trials using | |
| | | _ | 2.2 | | the basic rudiments and | |
| | | | | | guidelines for still life drawing | |
| | | | | | exhibit a portfolio of drawings. | |
| | 5 | Drawing from | View finder | | Student-student/tutor-student | |
| | | Nature | Sketching from | om | guidance and coaching amidst | |
| | | | landscapes | | series of practical trials using | |
| | | | • 5-minute ske | etches from | the basic rudiments and | |
| | | | nature | | guidelines for drawing in nature | |
| | | | Developing/l | _ | and exhibition of a portfolio of | |
| | | | landscape dr | awings - | drawings from nature. | |

| | 1 | 1 | | - | | | | |
|--------------------------|--------|---|--|---------------------------------------|--|--|--|--|
| | 1 | | Different Shading | | | | | |
| | 1 | | Techniques: Regular | | | | | |
| | 1 | | Shading, Irregular | | | | | |
| | | | Shading, Circular | | | | | |
| | | | _ | | | | | |
| | | | Shading, Directional | | | | | |
| | | | Shading, Adding Tones | | | | | |
| | | | and Values | 5 1 11 11 1 C | | | | |
| | 6 | Independent | Making drawings to serve a | Exhibition of drawings from | | | | |
| | | work and | need e.g. redesigning an | independent and collaborative | | | | |
| | | Studio Practice | existing product or | works | | | | |
| | | | designing a new one | Portfolio of reflections during | | | | |
| | | | A theme/topic | supported teaching in the | | | | |
| | | | A design brief | student reflective journal (SRJ). | | | | |
| | | | Source inspiration | | | | | |
| | | | Designing of a product | | | | | |
| | | | based on the selected | | | | | |
| | | | theme | | | | | |
| | | | Appreciation and | | | | | |
| | | | criticism of designed | | | | | |
| | | | product. | | | | | |
| Course Assessment: | | | | | | | | |
| (Educative assessment | | | | | | | | |
| of, for and as learning) | | | | | | | | |
| or, for and as rearring, | | | | | | | | |
| | | | | | | | | |
| | Comp | onent 2: Portfolio | 'Studio practice/hands-on demonstra | tions | | | | |
| | Comp | | | | | | | |
| | | 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 | | | | | | |
| | | A chat of drawing tools, equipment and materials indicating how they are used and maintained and a report on reflective Greening TVET. | | | | | | |
| | | maintained and a report on reflective Greening TVET. | | | | | | |
| | | PowerPoint presentation or a portfolio of collaborative activities during school practice with reflective potes in the student reflective journal (SRI), paying greater attention to | | | | | | |
| | | with reflective notes in the student reflective journal (SRJ), paying greater attention to | | | | | | |
| | | diversity, equity and inclusivity. | | | | | | |
| | | Weighting: 30 % | | | | | | |
| | _ | Assesses Learning Outcomes: CLO.1, CLO.2 and CLO.6 | | | | | | |
| | | Component 2: Projects/ Project Portfolio/Exhibition | | | | | | |
| | • | Exhibits of drawing tools, equipment and materials made from local resources | | | | | | |
| | • | | e exploratory drawings depicting the | use fundamental skills. | | | | |
| | • | • | tfolio of Still Life Drawings | | | | | |
| | • | • | tfolio of Drawings from Nature | | | | | |
| | • | Exhibit of drawir | ngs of independent works | | | | | |
| | | | | | | | | |
| | Weigh | Weighting: 30 % | | | | | | |
| | Assess | ses Learning Outcor | nes: CLO.2, CLO.3, CLO.4, CLO.5 and (| CLO.6. | | | | |
| | | | | | | | | |
| | Comp | onent 3: Examination | on/tests: | | | | | |
| | • | Demonstrate sul | ostantial knowledge and understandi | ng of the concept, purpose, types and | | | | |
| | | uses of drawing | | | | | | |
| | • | J | owledge and understanding of the us | es and maintenance of drawing tools, | | | | |
| | | equipment and r | _ | , | | | | |
| | | • • | | | | | | |
| | Weigh | iting: 40 % Assesses | Learning Outcomes: CLO.1 and CLO. | 2 | | | | |
| | | | | | | | | |
| | NT | S (1) -Professional | Values and Attitudes | | | | | |
| | | | nent The Teacher(s): | | | | | |
| | | | l and professional development throu | ugh lifelong learning and Continuous | | | | |
| | | ofessional Developr | | and continuous | | | | |
| | | | with colleagues, learners, parents, S | school Management Committees | | | | |
| | | | iations and wider public as part of a c | = | | | | |
| | | | as a potential agent of change in the | | | | | |
| | | | | . school, community and country. | | | | |
| | | S (2) Professional R | | Toochor | | | | |
| | Kn | owieuge of educati | onal frameworks and curriculum The | redutter: | | | | |

| | c) Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in. e) Understands how children develop and learn in diverse contexts and applies this in his or her teaching. NTS 3-Professional Practice d) Manages behaviour and learning with small and large classes. e) Employs a variety of instructional strategies that encourages student participation and critical thinking. f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes. h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning. i) Explains concepts clearly using examples familiar to students. j) Produces and uses a variety of teaching and learning resources including ICT, to enhance learning. Assessment The Teacher: k) Integrates a variety of assessment modes into teaching to support learning. |
|-------------------------|---|
| 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 |
| | Willembrink, M. (2007). Drawing for absolute beginner (Art for absolute Beginner). F &W Publishers, Ohio- USA. |

| Year of B.Ed. | 2 | Semester | 1 | Place of lesson in semester | 1 2 3 4 5 6 7 8 9 10 11 12 |
|---------------|---|----------|---|-----------------------------|----------------------------|
| | | | | | 1 23456/89101112 |

| Title of Lesson | The Concept, | Purpose, Ty | pes and Uses | of Drawing | Lesson Dur | ation | 3 hours | | | |
|--|---|--|---------------------------|----------------|--|---|---------------------------------|--|--|--|
| Lesson description | Ghana. This le the <i>Concept, F</i> This lesson is | 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. | | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | Student Teach • illustrate | ers: shapes and | · · | | science and other | subjects. | | | | |
| Possible barriers to learning in the lesson | MisconceReligiousStudents' | Religious and cultural background of students. | | | | | | | | |
| Lesson Delivery – chosen to support students in achieving the outcomes | face | Practical Activity | Work- Based Leaning | Seminars | Independent Study ✓ | e-learning opportunities | Practic um | | | |
| 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 the concept, purpose, types and uses of drawing. 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 | | | | | | | | | |
| 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 | 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. Ultimately, the lesson shall seek to prepare student teachers to demonstrate collaborative skills, independent thinking, inter-personal skills, manipulative and creative skills. | | | | | | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for | the end of the student will be able to LO.1. | NTS 1b, 2c, 2f, 3d, 3e, 3f, Learning Outcomes: By the end of the lesson, the student teacher will be able to: LO.1. Demonstrate 1.1 Present chart on the Student teachers work in mixed ability | | | | | | | | |
| each learning outcome | knowledge understanding concept importance of | and | drawing | a chart on the | f independent s and other elect internet for in f ✓ Communi | clusive groups a study, using thei stronic devices t formation to att cation skills eracy-informatic | r phones o surf the rain: | | | |

| | LO2. Demon knowledge a exploring Op Educational (OERs) in ide types of draw as their uses | and skill in ben Resources entifying the wing as well | 1. Display a chart / spidergram on the types of drawing and their uses. ✓ Equity ✓ Comm ✓ Digita ✓ Gende ✓ Issues Needs | ✓ 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 depending on the delivery mod collaborative group work or independ | le selected. Teacher led, | | |
| | | | Teacher Activity | Student Activity | | |
| The Concept, Purpose, Types and Uses of Drawing | Introducti on: Preparatio ns for use of course manual and Pre- Learning interaction s | 25 Minutes | 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 onshapes and forms as illustrated in mathematics, science and other subjects as well as in Visual Art products. | 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 theyalready 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 | 40 Min ute | Brain Storming i. Tutor facilitates a brainstorming | ✓ students explain the concept of drawing | | |
| | Drawing. | s s | 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. | 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 Tutor guides individual student teachers to explore or investigate the ✓ purpose of drawing, ✓ types of drawing and ✓ uses of drawing. Students then share their findings in pairs, groups and finally whole class. | 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. | Student teachers exhibit their flipcharts for gallery walk. Student teachers respond to questions asked. Clean up | | | |
|--|--|--|---|--|--|--|
| Lesson assessments – | Summary of Assessment N | | | | | |
| evaluation of learning: of, | 1 | ocumentation / presentation of reports | s, charts, spidergrams etc.) | | | |
| for and as learning within | Assessment type: Assessm | - | | | | |
| the lesson (link to Learning Outcomes) | Category of assessment: C Learning outcomes to be a | | | | | |
| outcomes; | _ | assessed. ake oral presentation in mixed ability/ge | ender goups on the concept | | | |
| | | ses of drawing based on the chart prepa | • . | | | |
| | ✓ 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. | | | | | |
| | Weighting: (non-scoring) | | | | | |
| Teaching Learning | Mobile Phones, laptop computer/PCs, Internet facility and Textbooks | | | | | |
| Resources | module . Hories, taptop compater, i es, internet tacinty and revisoons | | | | | |
| Required Text (core) | Ocvirk, G.O., Stinson E.R., Wegg P., Bone O. R. and Cayton L. D. (2002) Art Fundamentals: Theory | | | | | |
| | · | York; McGraw – Hill companies Inc. | | | | |
| Additional Reading List | | Art in Focus, McGraw Hill. New York. | | | | |
| | Amenuke, S. K et al. (1999), General Knowledge in Art for Secondary Schools, Accra. Ministry of Education. | | | | | |
| | • | tion. L6) Graphic Communication Design for | Schools and Colleges (first | | | |
| | | ast Pas-Let Business Centre. | Schools and Coneges. (mst | | | |
| | I |) A complete book of drawing techniq | ues: A professional guide for | | | |
| | | cturus Publishing Ltd. | | | | |
| | | . The Artist's complete guide to figur | | | | |
| | I | e classical tradition. New York: Watson - | - | | | |
| | Gene, F. (2004). The art of pencil drawing. Irvine: Quayside publishing group. Fulcher, A. et al, (1998). Painting and Decoration: An information manual (4th edition) | | | | | |
| | | (1998). <i>Painting and Decoration.</i> All line Blackwell Publication. | ormation manual (4 Euluon) | | | |
| | | | | | | |
| CPD Needs | _ | wer-Point presentation, use of search | engines (Google, Vista, Khan | | | |
| | Academy, Coursera, Udem | • • | | | | |
| | PDP- Team 5, Group work (PDP- Team 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 |
|---------------|---|----------|---|-----------------------------|-----------------------------------|
| | | | | | 1 2 3 4 5 6 / 8 9 10 11 12 |

| | Drawing tool Maintenance | | nt and materi | Less | on Duration | 3 hours | | | | | | | |
|--|--|---|---|--|--|--|--|--|--|--|--|--|--|
| Lesson description | This lesson in Drawing tool This lesson is | 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. | | | | | | | | | | | |
| Previous student teacher | Student Teac | | | | | | | | | | | | |
| knowledge, prior learning | | | cept. purpose | e, types and us | ses of drawi | ngs. | | | | | | | |
| (assumed) | | | | propriate OEI | | | | | | | | | |
| Possible barriers to | 1 | | ut Visual Art. | , p. op. atc c = | | | | | | | | | |
| learning in the lesson | | = | al background | of students. | | | | | | | | | |
| S | _ | | _ | /-based learni | ng | | | | | | | | |
| | | al needs of le | | , | O | | | | | | | | |
| Lesson Delivery – chosen to | l | | ork-Based | Seminars | Independ | e-learning | Practicum | | | | | | |
| support students in | to-face Ac | tivity Le | aning | | ent Study | _ | ; | | | | | | |
| achieving the outcomes | ✓ ✓ | | | | ✓ | ✓ | | | | | | | |
| | | | | | | | | | | | | | |
| Lesson Delivery – main | T 44 | -l | | | | | | | | | | | |
| mode of delivery chosen to support student teachers in | | - | | | - | ions using charts | , concept maps , equipment and | | | | | | |
| achieving the learning | | | uses and mai | _ | or ar y/ OEKS | on drawing tools | , equipment and | | | | | | |
| outcomes. | lilateriais as v | well as their | uses and mai | interiarice. | | | | | | | | | |
| Purpose for the lesson, | The purp | ose of this l | esson is to int | roduce stude | nt teachers | to basic drawing | tools | | | | | | |
| what you want the | | | | | | _ | | | | | | | |
| students to achieve, serves | | | | | | | equipment and materials as well as their uses and maintenance relevant to procedures and | | | | | | |
| as basis for the learning | 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 | | | | | | | | | | | | |
| as basis for the learning | to becon | ne conscious | s of what is ex | pected of the | - | | | | | | | | |
| outcomes. An expanded | | | | - | m in the pla | | tion of drawing | | | | | | |
| outcomes. An expanded version of the description. | activities serves as | and make in a pivot for | nformed capa life-long learr | bility in handling. | m in the pla | nning and execu ntaining drawing | tion of drawing g tools. It also | | | | | | |
| outcomes. An expanded version of the description. Write in full aspects of the | activities serves as Ultimately, th | s and make in s a pivot for the lesson sha | nformed capa life-long learr all seek to pro | bility in handl ling. pare student | m in the pla ing and ma teachers to | nning and execu ntaining drawing demonstrate co | tion of drawing g tools. It also Ilaborative skills, | | | | | | |
| outcomes. An expanded version of the description. | activities serves as Ultimately, th independ | s and make in s a pivot for the lesson sha dent think | nformed capa life-long learr all seek to pro ing, inter-per | bility in handl ling. pare student | m in the pla ing and ma teachers to | nning and execu ntaining drawing | tion of drawing g tools. It also Ilaborative skills, | | | | | | |
| outcomes. An expanded version of the description. Write in full aspects of the NTS addressed | activities serves as Ultimately, th independ NTS 1b, 2 | s and make in s a pivot for the lesson sha dent think 2c, 2f, 3d, 3e | nformed capa life-long learr all seek to pro ling, inter-per e, 3f, | bility in handl ling. epare student sonal skills, m | m in the pla ing and ma teachers to anipulative | nning and execuntaining drawing demonstrate coand creative skill | tion of drawing g tools. It also Ilaborative skills, s. | | | | | | |
| outcomes. An expanded version of the description. Write in full aspects of the NTS addressed | activities serves as Ultimately, the independent NTS 1b, 2 Learning Ou | s and make in s a pivot for the lesson shadent think 2c, 2f, 3d, 3e stcomes: By | nformed capa life-long learr all seek to pro ling, inter-per e, 3f, Learning I | bility in handl ling. epare student sonal skills, m | m in the plaing and mainteachers to anipulative | nning and execu ntaining drawing demonstrate co and creative skill | tion of drawing g tools. It also llaborative skills, s. | | | | | | |
| outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and | activities serves as Ultimately, the independent NTS 1b, 2 Learning Outhe end of | s and make in s a pivot for the lesson sha dent think 2c, 2f, 3d, 3e atcomes: By the lesson, | nformed capa life-long learr all seek to pro ling, inter-per e, 3f, Learning I | bility in handl ling. epare student sonal skills, m | m in the plaing and mainteachers to anipulative | nning and execu ntaining drawing demonstrate co and creative skill ntify which cross and transferabl | tion of drawing g tools. It also llaborative skills, s. cutting issues – le skills, equity | | | | | | |
| outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course | activities serves as Ultimately, the independent NTS 1b, 2 Learning Ou the end of the student | s and make in s a pivot for the lesson sha dent think 2c, 2f, 3d, 3e atcomes: By the lesson, | nformed capa life-long learr all seek to pro ling, inter-per e, 3f, Learning I | bility in handl ling. epare student sonal skills, m | m in the plaing and mainteachers to anipulative lider | nning and execuntaining drawing demonstrate coand creative skill of tify which crosse and transferable addressing dive | tion of drawing tools. It also llaborative skills, s. cutting issues – le skills, equity rsity. How will | | | | | | |
| outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and | activities serves as Ultimately, the independent of the end of the student be able to: | s and make in s a pivot for the lesson sha dent think 2c, 2f, 3d, 3e atcomes: By the lesson, | nformed capa life-long learn all seek to pro ling, inter-per e, 3f, Learning I | ibility in handl ling. epare student sonal skills, m | m in the plaing and mainteachers to anipulative lider | nning and execu ntaining drawing demonstrate co and creative skill ntify which cross and transferabl | tion of drawing g tools. It also llaborative skills, s. cutting issues – le skills, equity rsity. How will | | | | | | |
| outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification | activities serves as Ultimately, the independent of the end of the student be able to: | s and make it is a pivot for the lesson shadent think 2c, 2f, 3d, 3e itcomes: By the lesson, teacher will | nformed capalife-long learnall seek to proing, inter-pere, 3f, Learning II 1. Preser | ibility in handl ling. epare student sonal skills, m | m in the plaing and mainteachers to anipulative lider core and the on | nning and execuntaining drawing demonstrate coand creative skill of tify which crosse and transferable addressing dive | tion of drawing g tools. It also llaborative skills, s. cutting issues – le skills, equity rsity. How will | | | | | | |
| outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each | activities serves as Ultimately, the independent of the end of the student be able to: LO.1. Conserved as serves as serves as the serves as t | s and make its a pivot for the lesson shadent think 2c, 2f, 3d, 3e atcomes: By the lesson, teacher will demonstrate and | nformed capa life-long learn all seek to pro- sing, inter-per e, 3f, Learning li | ibility in handlaing. epare student sonal skills, mendicators ot chart ag tools, materials | m in the plaing and mainteachers to anipulative lider core and the on erials Students | nning and execu ntaining drawing demonstrate co and creative skill htify which cross and transferable addressing dive se be addressed. | tion of drawing g tools. It also allaborative skills, s. cutting issues – le skills, equity rsity. How will | | | | | | |
| outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each | activities serves as Ultimately, the independent of the student be able to: LO.1. Carrier Serves as the serves as | s and make its a pivot for the lesson shadent think 2c, 2f, 3d, 3e atcomes: By the lesson, teacher will demonstrate and | nformed capa life-long learn all seek to pro- ing, inter-per e, 3f, Learning In 1. Present drawing and | ibility in handlaing. epare student sonal skills, mendicators at chart ag tools, mate equipment | m in the plaing and mainteachers to anipulative lder core and the on erials Studafter abil | nning and execuntaining drawing demonstrate color and creative skill atify which crosses and transferable addressing divented by addressed. | tion of drawing g tools. It also stools. It also stools. It also stools. It also stools stool | | | | | | |
| outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each | activities serves as Ultimately, the independent of the end of the student be able to: LO.1. Expression of the student of the student of the student of the student of the able to: LO.1. Expression of the student of | s and make it is a pivot for the lesson shadent think 2c, 2f, 3d, 3e itcomes: By the lesson, teacher will demonstrate and of | nformed capalife-long learnall seek to proing, inter-pere, 3f, Learning II 1. Presendrawing and resear OERs. | ibility in handling. epare student sonal skills, medicators at chart specific tools, mate equipment ching three ching three ching three ching three ching three ching tools. | m in the plaing and maing and maing teachers to anipulative lider core and them on erials Studies ability ough as well them. | nning and execuntaining drawing demonstrate co and creative skill atify which cross and transferable addressing diverse be addressed. Ident teachers wo ity and gender invell as independer phones and other teachers and other teachers would be a supplemental transferable and gender in the supplemental transferable and gender in the supplemental transferable and other teachers would be supplementative. | tion of drawing g tools. It also stools. It also stools. It also stools. It also stools stools. It also stools stools. It also stools s | | | | | | |
| outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each | activities serves as Ultimately, the independent of the student be able to: LO.1. Consultation of the student of the able to: LO.1. Consultation of the student of the st | s and make it is a pivot for the lesson shadent think 2c, 2f, 3d, 3e itcomes: By the lesson, teacher will Demonstrate and of tools, | nformed capalife-long learnall seek to proving, inter-pere, 3f, Learning II 1. Presendrawing and resear OERs. 2.1 Presendrawing II | ibility in handloing. Epare student sonal skills, medicators Int charting tools, mate equipment ching throng throng throng the ching throng | m in the plaing and maing and maing and maing line in the plain in the | nning and execuntaining drawing demonstrate co and creative skill atify which cross and transferable addressing diverse be addressed. Dent teachers wo ity and gender in well as independer phones and othices to surf the in | tion of drawing tools. It also allaborative skills, s. cutting issues – le skills, equity rsity. How will ork in mixed clusive groups ent study, using ner electronic aternet for | | | | | | |
| outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each | activities serves as Ultimately, the independent of the student be able to: LO.1. Expression of the student be able to: LO.1. Expression of the student of | s and make it is a pivot for the lesson shident think 2c, 2f, 3d, 3e itcomes: By the lesson, teacher will demonstrate and fig of tools, and | nformed capalife-long learnall seek to proving, inter-pere, 3f, Learning II 1. Presendrawing and resear OERs. 2.1 Presendemo | ibility in handloing. epare student sonal skills, medicators at charting tools, mate equipment ching through the chart on instrate | m in the plating and mainteachers to anipulative lder core and them on erials Studafter ability ough as well and develock the info | nning and execu- ntaining drawing demonstrate co- and creative skill ntify which cross and transferable addressing dive se be addressed. dent teachers wo ity and gender in vell as independer r phones and oth ices to surf the ir rmation to attair | tion of drawing g tools. It also allaborative skills, s. cutting issues – le skills, equity rsity. How will ark in mixed clusive groups ent study, using the electronic electro | | | | | | |
| outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each | activities serves as Ultimately, the independent of the student be able to: LO.1. Consider the constant of the student of the | s and make it is a pivot for the lesson shadent think 2c, 2f, 3d, 3e itcomes: By the lesson, teacher will demonstrate and for tools, and demonstrate | nformed capalife-long learnall seek to proing, inter-perent, 3f, Learning II 1. Presendrawing and resear OERs. 2.1 Presendemo proces | ability in handlaing. Epare student sonal skills, mendicators at chart ag tools, mate equipment ching three three three three sees involved | m in the plating and mainteachers to anipulative Ider correspond the correspond the corresponder ability ough as well and deventhe information of the corresponding to the corre | nning and execu- ntaining drawing demonstrate co- and creative skill ntify which cross and transferable addressing dive se be addressed. dent teachers wo ity and gender in well as independer r phones and oth ices to surf the in rmation to attain Communication | tion of drawing g tools. It also allaborative skills, s. cutting issues – le skills, equity rsity. How will ark in mixed clusive groups ent study, using the electronic oternet for the skills | | | | | | |
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| | knowled the prod drawing | ent to confirm | ple | ✓ Gender issues✓ Issues of SEN (Special Education Needs) | | | |
|--|---|----------------|---|---|--|--|--|
| Topic Title | Sub- topics (if any): | Stage/Ti me | | aching and Learning Activity to achieve learning outcomes depending the delivery mode selected. Teacher led, collaborative group work or dependent | | | |
| | ,,. | | Teacher Activity | Student Activity | | | |
| | | 25 Min utes | ✓ Tutor guides student teachers' revision of previous knowledge onthe Concept, Purpose, Types and Uses of Drawing | ✓ Student teachers use Shower thoughts to revise their knowledge and understanding of 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)' Tutor facilities student teachers' sharing of | ✓ Student teachers in groups, note down what theyalready know about the topic and what they want to learn from the lesson. | | | |
| Drawing tools, equipment and materials | | | experiences from their School placement programme | Student teachers' share experiences from their School placement programme | | | |
| | Drawin g tools, equip ment and materi als | 40 Minutes | i. Tutor facilitates a brainstorming session to enable students explain the concepts of drawing tools, equipment and materials. ii. Tutor, through group work, guides student teachers to explore OERs to explain concepts of drawing tools, equipment and materials | ✓ 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. | | | |
| | Uses and Mainte nance of drawin g tools. | 90 minutes | Group Work Support student teachers to pair and share ideas about drawing tools, equipment and materials | ✓ Students pair and share ideas about tools, equipment and materials ✓ Student teachers use a "think, pair and share" learning strategy. | | | |
| | <i>3</i> 3 3 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 | | Experimentation/Exploration 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. | 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 | Hands-on Guide students to develop their own drawing tools from the environment and test the tools produced. Reflection Tutor guides student teachers to reflect on lesson by asking students appropriate and relevant questions as well as feedback. | students develop their own drawing tools from the environment and test the tools produced. Student teachers exhibit their flipcharts for gallery walk. Student teachers respond to questions asked. Clean up |
|--|----------------------|--|---|
| Lesson assessments – | | | ds-on demonstration / Exhibitions |
| evaluation of learning: of, for and as learning within | | essment for, as and of Learning. nt: Continuous Assessment. | |
| the lesson (link to | | of simple self-made drawing tools. | |
| Learning Outcomes) | Learning Outcomes to | | |
| | ✓ Production of sin | nple drawing tool and experiment | to confirm their utility. |
| | LO.3. NTS 1b, 2c, | 2e 2f 3d 3e 3f | |
| | Weighting (non-scori | | |
| | | | |
| Teaching Learning Resources | Mobile Phones, la | ptop computer/PCs, Internet facili | ty and Textbooks |
| Required Text (core) | | | on L. D. (2002) Art Fundamentals: Theory |
| A LPP LD | | New York; McGraw – Hill companie | |
| Additional Reading List | · · | 006) <i>Art in Focus,</i> McGraw Hill. Nev | w York. dge in Art for Secondary Schools, Accra. |
| | Ministry of Ed | | age III Art for Secondary Schools, Accra. |
| | · · | • | Design for Schools and Colleges. (first |
| | · · | e Coast Pas-Let Business Centre. | |
| | - | 2013) <i>A complete book of drawl</i> In Arcturus Publishing Ltd. | ing techniques: A professional guide for |
| | | | de to figure drawing: A contemporary |
| | perspective or | n the classical tradition. New York: | Watson - Guptill Publications. |
| | | 4). The art of pencil drawing. Irvine | , |
| | | t al, (1998). <i>Painting and Decorat</i> om: Blackwell Publication. | tion: An information manual (4 th edition) |
| CPD Needs | | | search engine (YouTube, Khan Academy, |
| | Coursera, Udemy, MO | OCs) | |

| Year of B.Ed. | 2 | Semester | 1 | Place of lesson in semester | 1 2 3 4 5 6 7 8 9 10 11 12 |
|---------------|---|----------|---|-----------------------------|-----------------------------------|
| | | | | | 12 9 4 3 0 7 8 9 10 11 12 |

Lesson 3

| | ı | | | | | | | | |
|---|--|---|------------------|---------------|-----------------------|--------------------|-------------------|--|--|
| Title of Lesson | Fundamenta | Fundamental skills in drawing and composition Lesson 3 hours Duration | | | | | | | |
| Lesson description | nation. This the fundame Arts in Ghan This lesson manipulative | Visual Arts is an area of study within the context of the growing multicultural setting of every ration. 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. This lesson is also to prepare student teachers to demonstrate independent thinking, research, manipulative and creative skills through practice, research and presentation. ITS 1b, 2c, 2f, 3d, 3e, 3f, | | | | | | | |
| Previous student | Student Tea | chers: | | | | | | | |
| teacher | Can exp | lain the concepts | of drawing | tools, equip | ment and mater | ials. | | | |
| knowledge, prior learning (assumed) | • Are ab | le to identify an als and equipmer | d describe | | | | drawing tools, | | |
| Possible barriers to | Miscone | ceptions about Vi | sual Art. | | | | | | |
| learning in the | _ | s and cultural ba | _ | | | | | | |
| lesson | | s' attitude towar | • | ased learnir | ng | | | | |
| | | al needs of learn | | | I | | T | | |
| Lesson Delivery – | Face-to- | Practical | Work- | Seminar | Independent | e-learning | Practicum | | |
| chosen to support students in achieving | face | Activity ✓ | Based Leaning | S | Study ✓ | opportunities | | | |
| the outcomes | 5 | · · | Leaning | | • | · · | | | |
| Lesson Delivery | _ | | | | | | | | |
| | of Tutor -to | -student presenta | ations /stud | ent- to- stud | dent presentation | ns using charts, c | oncept maps | | |
| delivery chosen t | | ergrams on the re | | | | | | | |
| support stude | nt drawing, | types of drawing | uses of dra | wing as wel | l as studio practi | ce. | | | |
| teachers in achievir | ng | | | | | | | | |
| the learning | ng | | | | | | | | |
| outcomes. | | | | | | | | | |
| Purpose for th | | ourpose of this le | | | | | ·- | | |
| lesson, what yo | • | rtance of represe | | | | | | | |
| _ | | intended to provingths, competenc | | - | | | | | |
| achieve, serves a | | med capability in | | | | | | | |
| | | oivot for life-long | | pinent as w | Tell as III basic uli | awing processes | . It also serves | | |
| learning | | y, the lesson sha | _ | epare stude | ent teachers to d | emonstrate colla | aborative skills. | | |
| _ | | pendent thinkir | - | - | | | | | |
| expanded version | | 1b, 2c, 2f, 3d, 3e, | | -, | • | | | | |
| = | ne | | • | | | | | | |
| description. | | | | | | | | | |
| | ıll | | | | | | | | |
| aspects of th | ne | | | | | | | | |
| NTS addressed | | | | | | | | | |

| Learning Outcome | Learning (| Outcomes: By | Learning Indicators | Identify which cross cutting issues – |
|--------------------------------------|--------------|------------------|---|---|
| for the lesson, | _ | the lesson, the | | core and transferable skills, equity |
| picked and | | acher will be | | and addressing diversity. How will |
| developed from the | able to: | | | these be addressed. |
| course specification | LO.1. | Demonstrate | 1. Group Presentation | |
| Learning indicators | knowledge | and | to class the concept of | Student teachers work in mixed ability |
| for each learning | understandi | | the drawing process. | and gender inclusive groups as well as |
| outcome | drawing pro | • | the drawing process. | independent study, using their phones |
| | LO.2. | Demonstrate | 2. Display a graphic | and other electronic devices to surf the internet for information to attain: |
| | knowledge | and skill | representation of a | ✓ Communication skills |
| | developmer | | variety of strokes used | ✓ Digital literacy-information |
| | drawing, | using basic | in drawing. | communication & technology (ict) |
| | strokes as | • | in arawing. | skills |
| | | g objects, ideas | | ✓ Equity, inclusion and |
| | | including ICT | | collaboration |
| | (Coral Draw | • | | ✓ Communication skills |
| | (55.5.5.4 | | 3. Display two- | ✓ Digital literacy-information |
| | LO.3. Demo | nstrate | dimensional and three- | ✓ Gender issues |
| | knowledge | | dimensional | ✓ Issues of SEN (Special Education |
| | _ | pes and forms | illustrations using | Needs) |
| | using drawii | | various strokes. | , |
| | | J | | |
| | Sub-topics | Stage/Time | Teaching and Learning | Activity to achieve learning outcomes |
| Topic Title | (if any): | | depending on the d | lelivery mode selected. Teacher led, |
| | | | collaborative group we | ork or independent |
| | | | Tarada a Arabida | C. I . A |
| | | | Teacher Activity | Student Activity |
| | | 15 Minutes | ✓ Tutor facilities stu | |
| | | 15 Minutes | | ident ✓ Student teachers' share |
| | | 15 Minutes | ✓ Tutor facilities stu | ident ✓ Student teachers' share experiences from their |
| | | 15 Minutes | ✓ Tutor facilities stu teachers' sharing | ident ✓ Student teachers' share experiences from their their School placement |
| | | 15 Minutes | ✓ Tutor facilities stu teachers' sharing experiences from | ident ✓ Student teachers' share experiences from their their School placement |
| | | 15 Minutes | ✓ Tutor facilities stu teachers' sharing experiences from School placer programme | ident ✓ Student teachers' share experiences from their School placement programme ✓ Student teachers use |
| | | 15 Minutes | ✓ Tutor facilities stu teachers' sharing experiences from School placer programme ✓ Tutor guides stu | ident ✓ Student teachers' share experiences from their School placement programme ✓ Student teachers use brainstorming to revise |
| | | 15 Minutes | ✓ Tutor facilities stuteachers' sharing experiences from School placer programme ✓ Tutor guides stuteachers' revision | ident ✓ Student teachers' share experiences from their school placement programme ✓ Student teachers use brainstorming to revise their knowledge and |
| | | 15 Minutes | ✓ Tutor facilities stu teachers' sharing experiences from School placer programme ✓ Tutor guides stu teachers' revision previous knowl | ident dent description of edge of student teachers' share experiences from their school placement programme ✓ Student teachers use brainstorming to revise their knowledge and understanding of drawing |
| Fundamental skills in | | 15 Minutes | ✓ Tutor facilities stu teachers' sharing experiences from School placer programme ✓ Tutor guides stu teachers' revision previous knowl drawing t | ident dent dent dent dent dent dent dent |
| Fundamental skills in drawing and | | 15 Minutes | ✓ Tutor facilities stu teachers' sharing experiences from School placer programme ✓ Tutor guides stu teachers' revision previous knowl drawing t materials | ident dent student teachers' share experiences from their school placement programme ✓ Student teachers use brainstorming to revise their knowledge and understanding of drawing tools, materials and equipment as well as their |
| | | 15 Minutes | ✓ Tutor facilities stuteachers' sharing experiences from School placer programme ✓ Tutor guides stuteachers' revision previous knowldrawing to materials equipment as we | ident dent so of edge cools, and equipment as well as their maintenance and storage. ✓ Student teachers use brainstorming to revise their knowledge and understanding of drawing tools, materials and equipment as well as their maintenance and storage. |
| drawing and | | 15 Minutes | ✓ Tutor facilities stuteachers' sharing experiences from School placer programme ✓ Tutor guides stuteachers' revision previous knowldrawing to materials equipment as we their maintenance | ident dent so of edge cools, and equipment as well as their maintenance and storage. ✓ Student teachers use brainstorming to revise their knowledge and understanding of drawing tools, materials and equipment as well as their maintenance and storage. |
| drawing and | | 15 Minutes | ✓ Tutor facilities stuteachers' sharing experiences from School placer programme ✓ Tutor guides stuteachers' revision previous knowldrawing to materials equipment as we | dent dent dell as each dell as |
| drawing and | | 15 Minutes | ✓ Tutor facilities stuteachers' sharing experiences from School placer programme ✓ Tutor guides stuteachers' revision previous knowldrawing to materials equipment as we their maintenance | ident dent so of their school placement programme ✓ Student teachers use brainstorming to revise their knowledge and understanding of drawing tools, materials and equipment as well as their maintenance and storage. ✓ Student teachers in groups, |
| drawing and | | 15 Minutes | ✓ Tutor facilities stuteachers' sharing experiences from School placer programme ✓ Tutor guides stuteachers' revision previous knowldrawing to materials equipment as we their maintenance storage. | ident student teachers' share experiences from their School placement programme ✓ Student teachers use brainstorming to revise their knowledge and understanding of drawing tools, materials and equipment as well as their maintenance and storage. ✓ Student teachers in groups, note down what |
| drawing and | | 15 Minutes | ✓ Tutor facilities stuteachers' sharing experiences from School placer programme ✓ Tutor guides stuteachers' revision previous knowled drawing to materials equipment as we their maintenance storage. | ident student teachers' share experiences from their School placement programme Student teachers use brainstorming to revise their knowledge and understanding of drawing tools, materials and equipment as well as their maintenance and storage. Student teachers in groups, note down what theyalready know about the |
| drawing and | | 15 Minutes | ✓ Tutor facilities stuteachers' sharing experiences from School placer programme ✓ Tutor guides stuteachers' revision previous knowled drawing to materials equipment as we their maintenance storage. | ident of their school placement programme ✓ Student teachers use brainstorming to revise their knowledge and understanding of drawing tools, materials and equipment as well as their maintenance and storage. ✓ Student teachers in groups, note down what theyalready know about the topic and what they want to |
| drawing and | | 15 Minutes | ✓ Tutor facilities stuteachers' sharing experiences from School placer programme ✓ Tutor guides stuteachers' revision previous knowledrawing to materials equipment as we their maintenance storage. | dent street so of their school placement programme ✓ Student teachers use brainstorming to revise their knowledge and understanding of drawing tools, materials and equipment as well as their maintenance and storage. ✓ Student teachers in groups, note down what theyalready know about the topic and what they want to learn from the lesson. |
| drawing and | | 15 Minutes | ✓ Tutor facilities stuteachers' sharing experiences from School placer programme ✓ Tutor guides stuteachers' revision previous knowldrawing to materials equipment as we their maintenance storage. • Tutor facilities student teat transition to the lesson with the u | ident of their school placement programme ✓ Student teachers use brainstorming to revise their knowledge and understanding of drawing tools, materials and equipment as well as their maintenance and storage. ✓ Student teachers use brainstorming to revise their knowledge and understanding of drawing tools, materials and equipment as well as their maintenance and storage. ✓ Student teachers in groups, note down what theyalready know about the topic and what they want to learn from the lesson. |
| drawing and | | 15 Minutes | ✓ Tutor facilities stuteachers' sharing experiences from School placer programme ✓ Tutor guides stuteachers' revision previous knowldrawing to materials equipment as we their maintenance storage. • Tutor facilities student teat transition to the lesson with the un'Know, Want | dent steeperiences from their school placement programme ✓ Student teachers use brainstorming to revise their knowledge and understanding of drawing tools, materials and equipment as well as their maintenance and storage. ✓ Student teachers in groups, note down what theyalready know about the topic and what they want to learn from the lesson. |
| drawing and | | 15 Minutes | ✓ Tutor facilities stuteachers' sharing experiences from School placer programme ✓ Tutor guides stuteachers' revision previous knowled drawing to materials equipment as we their maintenance storage. • Tutor facilities student teat transition to the lesson with the un 'Know, Want know and Lesson's sharing student teat transition to the lesson with the un 'Know, Want know and Lesson's sharing student teat transition to the lesson with the un 'Know, Want know and Lesson's sharing student teat transition to the lesson with the un 'Know, Want know and Lesson's sharing student teat transition to the lesson with the un 'Know, Want know and Lesson's sharing student teat transition to the lesson with the un 'Know, Want know and Lesson's sharing student teat transition to the lesson with the un 'Know, Want know and Lesson's sharing student teat transition to the lesson with the un 'Know, Want know and Lesson's sharing student teat transition to the lesson with the un 'Know, Want know and Lesson's sharing student teat transition to the lesson with the un 'Know, Want know and Lesson's sharing student teat transition to the lesson with the un 'Know, Want know and Lesson's sharing student teat transition to the lesson with the un 'Know, Want know and Lesson's sharing student teat transition to the lesson with the un 'Know, Want know and Lesson's sharing student teat transition to the lesson with the un 'Know, Want know and Lesson's sharing student teat transition to the lesson with the un 'Know, Want know and Lesson's sharing student teat transition to the lesson with the un 'Know, Want know and Lesson's sharing student teat the lesson with the un 'Know and Lesson's sharing student teat the lesson with the un 'Know and Lesson's sharing student teat the lesson with the un 'Know and Lesson's sharing student teat the lesson with the un 'Know and Lesson's sharing student teat the lesson with the un 'Know and Lesson's sharing student teat the lesson with the un 'Know and Lesson's sharing student teat the lesson with the unit t | ident of their school placement programme ✓ Student teachers use brainstorming to revise their knowledge and understanding of drawing tools, materials and equipment as well as their maintenance and storage. ✓ Student teachers use brainstorming to revise their knowledge and understanding of drawing tools, materials and equipment as well as their maintenance and storage. ✓ Student teachers in groups, note down what theyalready know about the topic and what they want to learn from the lesson. |
| drawing and | | 15 Minutes | ✓ Tutor facilities stuteachers' sharing experiences from School placer programme ✓ Tutor guides stuteachers' revision previous knowldrawing to materials equipment as we their maintenance storage. • Tutor facilities student teat transition to the lesson with the un'Know, Want | dent steeperiences from their school placement programme ✓ Student teachers use brainstorming to revise their knowledge and understanding of drawing tools, materials and equipment as well as their maintenance and storage. ✓ Student teachers in groups, note down what theyalready know about the topic and what they want to learn from the lesson. |

| | | 25 Minutes | Discussion | Discussion | |
|--|---|---|--|--|--|
| | Compone nts of the Drawing process. | | Tutor facilitates a brainstorming session to enable students explain the stages of drawing process. Tutor, through group | students, in their own words, explain the concept of drawing process through brainstorming. Student teachers use OERs to explore the stages of | |
| | | | work, guides student teachers to explore OERs to explain the stages of the drawing process. - Observation, | drawing the drawing process and present a spidergram on a flip chart for class discussion | |
| | | | perception, outline drawing and rendering | | |
| | Developin g 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 | Student tead Assessment | chers are made to to Type: Assessment | ds-on demonstration, etc. undertake a project using any for, as and of Learning. | | |
| to Learning Outcomes) | 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). | | | | |
| | | NTS 1b, 2c, 2e, 2f, non-scoring) | 3d, 3e, 3f, | | |
| Teaching Learning Resources | | | mputer/PCs, Internet facility ar | nd Textbooks, OER | |
| Required Text (core) | | | egg P., Bone O. R. and Cayto lew York; McGraw – Hill compa | n L. D. (2002) Art Fundamentals: | |
| Additional Reading List | • Ger • Am Mir | ne A. M (2006) <i>Art</i> enuke, S. K et al. nistry of Education. | in Focus, McGraw Hill. New Yo (1999), <i>General Knowledge in</i> | ork. Art for Secondary Schools, Accra. | |
| | _ Agy | arkon E. (2016) (| arapine communication Desig | in for Schools and Colleges. (first | |

| | edition). Cape Coast Pas-Let Business Centre. Stanyer, P. (2013) A complete book of drawing techniques: A professional guide for artists. London Arcturus Publishing Ltd. Ryder, A. (2000). The Artist's complete guide to figure drawing: A contemporary perspective on the classical tradition. New York: Watson - Guptill Publications. Gene, F. (2004). The art of pencil drawing. Irvine: Quayside publishing group. Fulcher, A. et al, (1998). Painting and Decoration: An information manual (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) |

| Year of B.Ed. | 2 | Semester | 1 | Place of lesson in semester | 1 2 3 4 5 6 7 8 9 10 11 12 |
|---------------|---|----------|---|-----------------------------|-----------------------------------|
| | | | | | 123 7 30 / 89 10 11 12 |

| Title of Lesson | | | / | , | | | | |
|---|--|--|--|---|--|--|---|--|
| | Creating Values and Tones by Shading (Rendering). Lesson Duration how | | | | | | | |
| 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, teaching and learning strategies and rendering (Shading) techniques for artistic expression. 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 | Student Teachers: | | | | | | | |
| knowledge, prior learning (assumed) | illustrate shapes ar | d forms u | sing varied stro | kes. | | | | |
| Possible barriers to learning in the lesson | Misconceptions abo Religious and cultur Students' attitude to Individual needs of I | al backgro wards act | und of students | | | | | |
| Lesson Delivery – chosen to support students in achieving the outcomes | Face-to-face Practical Activity | Work- Based Leaning | Seminars | Independe t Study | o ti | -learning pportuni ies | Practicum | |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. • 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 | Tutor -to-student preser rendering strategies. The lesson aims at equipas well as developing figures on to two-dimen perform tasks through, prepare student teacher NTS 1b, 2c, 2e, 2f, 3d, 3e | oping stude their man sional surf independ s to acquir , 3f. | ents with know ipulative skills aces. Pedagogio ent study exhi e manipulative, | ledge about t which trans cal strategies bitions and | the render late three- are design discussions ting and cre | ing (shading -dimensiona led to guide s. The lesso eative skills. | g) processes al objects / learners to on will also | |
| Learning Outcome for the lesson, picked and developed from the course specification | Learning Outcomes: By the end of the lesson the student teacher wil be able to: | , | g Indicators | | issues – co skills, equ | which cross one and trainity and add How will the design the desig | nsferable ressing | |
| Learning indicators for each learning outcome | LO.1. Demonstrate knowledge and understanding of the concept and techniques of rendering (shading). LO2. Demonstrate knowledge and skill in using varied techniques in rendering to show solidity of objects. | on about the column of the col | the group out the group out the conclude the | discussions ocept and dering. The showing lity of | ability and groups as study, using other election the internattain: ✓ Community Digital community Equity | eachers word gender income well as indestronic device their photostronic device for information states and literacy-information states of the control of the | lusive ependent ones and ces to surf mation to skills formation & kills | |

| Lesson Topic | Sub-topics (if | Stage/Time | Teacher Activity | ✓ Communication skills ✓ Digital literacy-information ✓ Gender issues ✓ Issues of SEN (Special Education Needs) Student Activity |
|---|---|------------|---|--|
| Fundamental skills in drawing and composition | any): Drawing cylindrical objects. Drawing spherical objects Composition of objects from basic forms | 25 Minutes | Tutor facilities student teachers' sharing of experiences from their School placement programme Tutor guides student teachers' revision of previous knowledge onusing 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 'Know, Want to know and Learnt (KWL)' | 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 theyalready know about the topic and what they want to learn from the lesson. |
| | | 25 Minutes | Discussion 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. Highlight areas. Middle tone Dark tone Shadows Reflected light Group Work/ICT ii. Tutor, through group work, guides student teachers to explore OERs to explain various techniques in rendering such as the use of | Discussion Students explain identify the things the artists will have to show/indicate during rendering so as to depict solidity of objects. through brainstorming. Group Work/ICT 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 | Students to do | Students to do independent | | |
| | | 105 minutes | independent study Tutor guides individual student teachers to explore or investigate the use of rendering techniques and principles through practice. ✓ Hatches, ✓ Cross-hatches ✓ Mass shading | students to do independent study: • Students investigate task using varied techniques | | |
| | | | ✓ Pointillism | | | |
| | | 25 minutes | Reflection Tutor guides student teachers to reflect on lesson by asking students appropriate and relevant questions. | Reflection 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 – | Summary of Asse | ssment Method | S: | o.ca.r.ap | | |
| evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes) | Assessment Type Category of Asses Learning Outcom ✓ Display of ill objects. | es to be assesse ustrations / draw | d: wings using varied technique | s in rendering to show solidity of | | |
| Teaching Learning | | | uter/PCs, Internet facility and | d Textbooks | | |
| Resources | | , | . , | | | |
| Required Text (core) | • | | | chniques: A professional guide for | | |
| Additional Reading List | artists. London Arcturus Publishing Ltd. Gene A. M (2006) Art in Focus, McGraw Hill. New York. Amenuke, S. K et al. (1999), General Knowledge in Art for Secondary Schools, Accra. Ministry of Education. Agyarkoh E. (2016) Graphic Communication Design for Schools and Colleges. (first edition). Cape Coast Pas-Let Business Centre. Ocvirk, G.O., Stinson E.R., Wegg P., Bone O. R. and Cayton L. D. (2002) Art Fundamentals: Theory and Practice (9th Ed.). New York; McGraw – Hill companies Inc. Ryder, A. (2000). The Artist's complete guide to figure drawing: A contemporary perspective on the classical tradition. New York: Watson - Guptill Publications. Gene, F. (2004). The art of pencil drawing. Irvine: Quayside publishing group. Fulcher, A. et al, (1998). Painting and Decoration: An information manual (4th edition) United Kingdom: Blackwell Publication. | | | | | |
| CPD Needs | _ | _ | Point presentation, use o PCs) PDP- Team 5, Group wo | f search engine (YouTube, Khan rk (PDP- Team 4) | | |

| Year of B.Ed. | 2 | Semester | 1 | Place of lesson in semester | 1234 5 6789101112 |
|---------------|---|----------|---|-----------------------------|--------------------------|
| | | | | | 1234 60703101112 |

Lesson 5

| Title of Lesson | | | | | | | | |
|--|--|------------------|--------------------|---------------------|---|---------------|--|--|
| | Drawing cylindrical objects, Drawing Spherical objects, Lesson Duration 3 ho | | | | | | | |
| | Composition of objects from basic forms. | | | | | | | |
| | | | | | | | | |
| 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, teaching and learning strategies as w | | | | | | | |
| | as applying drawing and re | | | | | s as well | | |
| | This lesson is also to p | | | - | | thinking, | | |
| | research, and creative s | kills throug | h researd | ch, presentat | ion and practice to as | sist them | | |
| | effectively teach early add | olescence. | | | | | | |
| | NTS 1b, 2c, 2f, 3d, 3e, 3f, | | | | | | | |
| Duantana atu da at ta a ah au | | | | | | | | |
| Previous student teacher knowledge, prior learning | Student Teachers: • illustrate shapes and | Luce variou | c randarir | na tachniau a | for artistic expression. | | | |
| (assumed) | illustrate shapes and | i use variou | s rendem | ig techniques | i for artistic expression. | | | |
| Possible barriers to learning | Misconceptions abou | t Visual Art | | | | | | |
| in the lesson | Religious and cultural | backgroun | d of stude | ents. | | | | |
| | Students' attitude tov | | ty-based l | earning | | | | |
| | Individual needs of le | | | | | | | |
| Lesson Delivery – chosen to support students in | | Nork- S Based | eminars | Independer Study | e-learning opportunities | Practicu m | | |
| achieving the outcomes | the state of the s | eaning | | √ v | opportunities √ | "" | | |
| | | | | | | | | |
| Lesson Delivery – main | | | | | | | | |
| mode of delivery chosen to | Tutor -to-student present | ations; inde | pendent | studio practio | e/study and research or | n drawing | | |
| support student teachers in | using OERs. | | | | | | | |
| achieving the learning outcomes. | | | | | | | | |
| Purpose for the lesson, | The lesson aims at equ | ipping stud | dents wit | h knowledge | e about the rendering | (shading) | | |
| what you want the | processes as well as deve | | | _ | _ | | | |
| students to achieve, | objects / figures on to t | | | _ | _ | _ | | |
| serves as basis for the | guide learners to perform | | | | = | | | |
| learning outcomes. An expanded version of the | lesson will also prepare creative skills. | student to | eacners t | o acquire m | anipulative, critical thii | nking and | | |
| description. | NTS 1b, 2c, 2e, 2f, 3d, 3e, | 3f. | | | | | | |
| Write in full aspects of | = 2, = 3, = 3, = 1, = 2, | | | | | | | |
| the NTS addressed | | | | | | | | |
| Learning Outcome for | Learning Outcomes: By the | | earning In | | lentify which cross cutti | | | |
| the lesson, picked and | of the lesson, the s | tudent | | | core and transferable s | - | | |
| developed from the course specification | teacher will be able to: | | | | quity and addressing div ow will these be addres | - | | |
| Learning indicators for | LO.1. Demonstrate know | wledge 1. | 1 Presen | | tudent teachers work in | | | |
| each learning outcome | and understanding of the | - | chart | on the a | bility and gender inclusiv | e groups | | |
| | for using appropriate ele | | group | | s well as independent st | | | |
| | and principles of design for discussions their phones and design for discussions | | | | | | | |
| | artistic expression. | | about elemer | | evices to surf the interno Iformation to attain: | etior | | |
| | LO2. Demonstrate knowle | edge | princip | | | | | |
| | and skill in executing vario | _ | | drawing ✓ | | | | |
| | drawings of varied objects | 5 | | | communication & ted | | | |
| | (forms) –cylindrical, spher | | 1 Exhibit | | (ict) skills | | | |
| | and composition of object | ts | drawin | _ | =90.077 | n and | | |
| | from basic forms. | | various objects | forms / | collaboration Communication skills | | | |
| | i e | I | UNICUL | , , | COMMUNICATION SKINS | | | |

| Topic Title | Sub- topics (if | Stage/Time | Teaching and Learning Activi | Digital literacy-information Gender issues Issues of SEN (Special Education Needs) ty to achieve learning outcomes mode selected. Teacher led, |
|---|----------------------------------|----------------|---|--|
| Drawing cylindrical objects, | any): | | collaborative group work or in | dependent |
| Drawing Spherical objects, | | | Teacher Activity | Student Activity |
| Composition of objects from basic forms | | 25 Minutes | Tutor facilities student teachers' sharing of experiences from their School placement programme Tutor guides student teachers' revision of previous knowledge oncreating values and tones by rendering | Student teachers' share experiences from their School placement programme Student teachers brainstorm or use Shower thoughts to revise their knowledge and understanding of creating |
| | | | (shading) Tutor facilitates student teacher transition to the new lesson with the use of 'Know, Want to know and Learnt (KWL)' | values and tones by rendering (shading) • Student teachers in groups, note down what theyalready about the topic and what they want to learn from the lesson. |
| | | 25 Minut es | Discussion i. Tutor assists students in a brainstorming session to identify appropriate elements of design used for artistic expression. Group Work/ICT 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 | students identify appropriate elements of design used for artistic expression. Group Work/ICT 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 cylindric al objects. | 35 Minutes | Independent Learning ■ Tutor guides individual student teachers to explore or investigate the: ✓ Drawing of cylindrical objects, | Independent Learning Student teachers use independent studio practice strategy. ✓ Students investigate task using varied techniques |
| | Drawing Spherical objects. | 35 Minutes | Independent Learning ■ Tutor guides individual student teachers to explore or investigate the: ■ Drawing of spherical (circular) objects | Independent Learning Student teachers use independent studio practice strategy. ✓ Students investigate task using varied techniques |

| | Composi | OF Minutes | A Tutor guides in dividual | a Chudout too share was | | | |
|--|--|------------------------------------|---|--|--|--|--|
| | Composi tion of objects from basic forms. | 35 Minutes 25 Minutes | Tutor guides individual student teachers to explore or investigate the: Drawing a composition of objects from basic forms. Reflection Tutor guides student teachers to reflect on lesson by asking students appropriate and relevant questions. | Student teachers use independent studio practice strategy. Students investigate task using varied techniques Reflection Student teachers exhibit their flipcharts for gallery walk. Student teachers respond to questions asked. | | | |
| | | | Assignment: Ask students to use selected rendering (Shading) techniques to show solidity of objects drawn. Ref: Lesson 4 | Clean up Students to re-submit work appraisal during lesson6 | | | |
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes) | Objects drawn. Ref: Lesson 4 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. Assessment Type: Assessment forLearning. 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. | | | | | | |
| Teaching Learning Resources | | ng (non-scoring e Phones, lapto | p computer/PCs, Internet facility | and Textbooks | | | |
| Required Text (core) | | | B) A complete book of drawing to rcturus Publishing Ltd. | echniques: A professional guide for | | | |
| Additional Reading List | Gene A. M (2006) Art in Focus, McGraw Hill. New York. Amenuke, S. K et al. (1999), General Knowledge in Art for Secondary Schools, Accra. Ministry of Education. Agyarkoh E. (2016) Graphic Communication Design for Schools and Colleges. (first edition). Cape Coast Pas-Let Business Centre. Ocvirk, G.O., Stinson E.R., Wegg P., Bone O. R. and Cayton L. D. (2002) Art Fundamentals: Theory and Practice (9th Ed.). New York; McGraw – Hill companies Inc. Ryder, A. (2000). The Artist's complete guide to figure drawing: A contemporary perspective on the classical tradition. New York: Watson - Guptill Publications. Gene, F. (2004). The art of pencil drawing. Irvine: Quayside publishing group. Fulcher, A. et al, (1998). Painting and Decoration: An information manual (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) | | | | | | |

| Year of B.Ed. | 2 | Semester | 1 | Place of lesson in semester | 1 2 3 4 5 6 7 8 9 10 11 12 |
|---------------|---|----------|---|-----------------------------|-----------------------------------|
| | | | | | 12343 0 / 89 10 11 12 |

| Title of Lesson | | on to still life nd provision | 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 Te • illustr | achers: rate shapes a | nd use vario | | | for artistic expre | ession. | |
| Possible barriers to learning in the lesson | | its' attitude t lual needs of | | ivity-based lea | rning | | | |
| Lesson Delivery – chosen to support students in achieving the outcomes | Face-to- face | Practical Activity | Work- Based Leaning | Seminars | Independ ent Study | e-learning opportunitie | Practicum s | |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. | using OERs. | | | | | | | |
| 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 | impor is also their s make Pedag indepo | urpose of this tance of reprintendeds to trengths, coinformed capogical strate endent study, the lesson | esenting ob o provide op mpetencies pability in id gies are des exhibitions shall seek t | pjects and scer portunity for and skills with ea developme igned to guide and discussio to prepare stu | nes on two-destudent teach in the Visua ent as well as elearners to ns for life-loudent teach | chers to become I Arts domains a s in basic design perform tasks t ng learning. | aces. The lesson e conscious of and a critical and processes. hrough, | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for | NTS 1b, 2c, 2f, 3d, 3e, 3f, he Learning Outcomes: By the end of the lesson, the student teacher will be able to: Identify which cross cuttin issues – core and transfera skills, equity and addressind diversity. How will these baddressed. | | | | | | d transferable d addressing | |
| each learning outcome | layout, co | | and (the connection of the co | group work) concept of composition olocking. Present a spon the impor | on the layout, and didergram tance of exposition | mixed abilit to achive th communica digital litera communica technology socio-cultur differences | acy-information ition & (ICT) skills ral and economic | |

| | LO2. Demons knowledge a 'blocking' as life drawing. | nd skill in | Exhibit drawings by 'blocking' still and composed objects 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 to still life drawing - (Layout and Composition, blocking and provision of details). | | 20 Minutes | Tutor facilities 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 Student teachers' share experiences from their School placement programme Student teachers' share experiences from their School placement programme Student teachers' do an appreciation of displayed (assignment). |
| | | | 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)' down what theyalready about the topic and what they want to learn from the lesson. |
| | | 35 Minutes | Discussion Tutor facilitates a brainstorming session to enable students explain the concept of layout, composition and blocking as used in drawing. Discussion students explain the concept of layout, composition and blocking as used in drawing. (Student teachers use a "think, pair and share" learning |
| | | | Group Work/ICT Tutor, through group work, guides student teachers to explore OERs to identify and explain the concept layout, composition and blocking as used in drawing. Group Work/ICT Student teachers use OERs to explore and present the concept layout, composition and blocking as used in drawing on a chart. |
| | Layout, Compositio n | 30 Minutes | Independent Learning Tutor guides individual student teachers to explore or investigate different forms of layouts and compositions for still life drawing practice. Independent Learning Students to explore or investigate different forms of layouts and compositions for still life drawing trough practice. |

| | Blocking | 70 Minutes | Tutor assists students to represent still life composition using the blocking technique (using relevant shapes and referencing proportion). | 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) | 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. | | | | | | | | |
| Tanking Lauring Bassana | LO.1., LO.2. NTS 1b, 2c, 2e, 2f, 3d, 3e, 3f. Weighting: (non-Scoring) | | | | | | | | |
| Teaching Learning Resources Required Text (core) | Ocvirk, G.O., | Stinson E.R., Weg | puter/PCs, Internet facility and Tegg P., Bone O. R. and Cayton L. way York; McGraw – Hill companies | D. (2002) Art Fundamentals: | | | | | |
| Additional Reading List | Gene Amer Minis Agyar edition Stany artist Ryder persp Gene Fulch | Theory and Practice (9th Ed.). New York; McGraw – Hill companies Inc. Gene A. M (2006) Art in Focus, McGraw Hill. New York. Amenuke, S. K et al. (1999), General Knowledge in Art for Secondary Schools, Accra. Ministry of Education. Agyarkoh E. (2016) Graphic Communication Design for Schools and Colleges. (first edition). Cape Coast Pas-Let Business Centre. Stanyer, P. (2013) A complete book of drawing techniques: A professional guide for artists. London Arcturus Publishing Ltd. | | | | | | | |
| CPD Needs | | | | United Kingdom: Blackwell Publication. Training in the organization of jury after practical activity and scoring of Practical Art work, | | | | | |

| Year of B.Ed. | 2 | Semester | 1 | Place of lesson in semester | 7 |
|---------------|---|----------|---|-----------------------------|-------------------|
| | | | | | 123456 / 89101112 |

| Title of Lesson | | iction to still lif ping details fro | | _ | | Ouration | 3 hours | | |
|---|--|--|--|---|----------------------|--|---|-------------------------|--|
| Previous student teacher knowledge, prior learning (assumed) Possible barriers to | 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 This lesson is also to prepare student teachers to demonstrate independent thinking, research, and creative skills through research, presentation and studio practice. NTS 1b, 2c, 2f, 3d, 3e, 3f, Student Teachers: Are able to arrange objects using the principles of layout and composition. Represent objects by blocking. | | | | | | | | |
| learning in the lesson | • Stu | ligious and cult Idents' attitude Iividual needs c | towards acti | | | | | | |
| Lesson Delivery – chosen to support students in achieving the outcomes | Face- to- face | Practical Activity | | Seminars | Independent Study | opp | earning portunities | Practicum | |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. • 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 | Tutor -to-student presentations; independent studio practice/study and research on drawing using OERs. • 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. NTS 1b, 2c, 2f, 3d, 3e, 3f | | | | | | | | |
| Learning Outcome for the lesson, picked and developed from the course | Learning Outcomes: By the end of the lesson, the student teacher will be able to: Learning Indicators Identify which cross cutting issues – core and transfera skills, equity and addressing diversity. How will these by addressed. | | | | | | | nsferable ressing | |
| specification Learning indicators for each learning outcome | underst importa LO2. De skill in d | emonstrate kr tanding of the ance of detailed emonstrate kno developing deta d' still life draw | concept and d drawing. wledge and ails from | the detaild - A spider conce impor | gram on the pt and | ✓ com ✓ digit com (ICT) ✓ socio diffe ✓ tear | bove munication s al literacy-inf munication & skills b-cultural and rences, m work, der issues | formation technology | |

| | | | -Exhibit of detailed drawings of composed (blocked) still objects. | Issues of SEN (Special Education Needs) | |
|---|--|------------------------|--|---|--|
| Topic Title | Sub-topics (if any): | Stage/Time | Teaching and Learning Activity to achieve learning ou depending on the delivery mode selected. Teach collaborative group work or independent | | |
| | | | Teacher Activity | Student Activity | |
| Introduction to still life (object) Drawing - Developing detail drawings from 'blocked' representations. | | 20 Minutes 30 Minutes | 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 facilities student teachers' sharing of experiences from their School placement programme Discussion | Student teachers brainstorm to revise their knowledge and understanding developing details from 'blocked' still life drawing. Student teachers in groups, note down what theyalready 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. | | i. Tutor facilitates a brainstorming session to enable students explain the concept of detail drawing. Group Work/ICT ii. Tutor, through group work, guides student teachers to explore OERs to explain concept of detailed drawing. | ✓ students explain the concept of detail drawing through brainstorming. Group Work/ICT ✓ Student teachers use OERs to explore the concept of detailed drawing and present on a chart / spidergam | |
| | Developing detail drawings from 'blocked' representation | 105 Minutes | 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 | 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 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) | objectsfo | jects/Exhibition | _ | drawings of composed still-life | |

| | Category of Assessment: Continuous Assessment. | | | | | | | |
|-------------------------|--|--|--|--|--|--|--|--|
| | arning Outcomes to be assessed: | | | | | | | |
| | Knowledge and skill in developing details from 'blocked' still life drawing | | | | | | | |
| | | | | | | | | |
| | LO.1., LO.2. NTS 1b, 2c, 2e, 2f, 3d, 3e, 3f, | | | | | | | |
| | Weighting ((non-scoring)) | | | | | | | |
| Teaching Learning | Mobile Phones, laptop computer/PCs, Internet facility and Textbooks | | | | | | | |
| Resources | | | | | | | | |
| Required Text (core) | Ocvirk, G.O., Stinson E.R., Wegg P., Bone O. R. and Cayton L. D. (2002) Art Fundamentals: | | | | | | | |
| | Theory and Practice (9th Ed.). New York; McGraw – Hill companies Inc. | | | | | | | |
| Additional Reading List | Gene A. M (2006) Art in Focus, McGraw Hill. New York. | | | | | | | |
| | Amenuke, S. K et al. (1999), General Knowledge in Art for Secondary Schools, Accra. Ministry | | | | | | | |
| | of Education. | | | | | | | |
| | Agyarkoh E. (2016) Graphic Communication Design for Schools and Colleges. (first edition | | | | | | | |
| | Cape Coast Pas-Let Business Centre. | | | | | | | |
| | • Stanyer, P. (2013) A complete book of drawing techniques: A professional guide for artists. | | | | | | | |
| | London Arcturus Publishing Ltd. | | | | | | | |
| | Ryder, A. (2000). The Artist's complete guide to figure drawing: A contemporary perspective | | | | | | | |
| | on the classical tradition. New York: Watson - Guptill Publications. | | | | | | | |
| | Gene, F. (2004). The art of pencil drawing. Irvine: Quayside publishing group. | | | | | | | |
| | • Fulcher, A. et al, (1998). <i>Painting and Decoration:</i> An information manual (4 th 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) | | | | | | | |

| Year of B.Ed. | 2 | Semester | 1 | Place of lesson in semester | 1224567 80101112 |
|---------------|---|----------|---|-----------------------------|-----------------------------|
| | | | | | 1234567 5 9 10 11 12 |

| Title of Lesson | _ | | | er, Introductio | | esson uration | 3 h | ours | | |
|---|--|--|---|---|--|---|--|---|--|--|
| Lesson description | Visual art This lesso drawings This lesso and creat | 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. This lesson is also to prepare student teachers to demonstrate independent thinking, research, and creative skills through research, presentation and practice. | | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | Student T Deve | | | | | | | | | |
| Possible barriers to learning in the lesson | ReligStude | | ral backgro owards ac | Art. ound of studen tivity-based lea | | | | | | |
| Lesson Delivery – chosen | Face-to- | Practical | Work- | Seminars | Indepen | | e-learning | Practicum | | |
| to support students in | face | Activity | Based | | Study | O | pportunities | | | |
| achieving the outcomes | ✓ | √ | Leaning | | √ | | ✓ | | | |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. • 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 | The primpo also istrentification information with the control of | ourpose of this rtance of representation of representations and discount of the representations are represented in the representation of the rep | lesson is t esenting o rovide opp ncies and in idea de ned to gui cussions fo hall seek t ng, inter-p | o introduce str bjects and scer portunity for str skills within the velopment as de learners to r life-long learn to prepare studersonal skills, r | udent tead nes on two udent tead e Visual Al well as in perform t ning. dent tead | chers to the bo-dimensiona chers to becorts domains a basic design pasks through, | asic processes I surfaces. The me conscious on nd a critical an processes. Peda independent s | and lesson is of their d make agogical study | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators | the end the studies will be about LO.1. | Demonstrate ge and | Learning 1.1 Pre | g Indicators esent a chart portance of h | aving a | core and train addressing diaddressed. Student teach and gender i | ch cross cuttin nsferable skills liversity. How hers work in m nclusive group | i, equity and will these be nixed ability s as well as | | |
| for each learning outcome | nding of the and ce of a view drawing. nonstrate se, anding of the of perspective and its on in drawing . | 2.1 Pre the | dscape drawin esent a spiderg e componer minologies dscape scener Develop sket one-point ar | gram on in y. ches on ind two-spective | and other eleinternet for i commun critical ti socio-cu difference gender i team w | | s to surf the attain: ty nomic | | | |

| | LO3. Demons knowledge a using a view using varied techniques ir representing scenery on si | nd skill in finder and drawing n landscape | | play an illustration / dscape drawings. | | |
|---|--|--|-----|--|--|---|
| | Sub-topics (if any): | Stage/Time | е | depending on the | delivery | y to achieve learning outcomes mode selected. Teacher led, |
| Topic Title | | | | collaborative group w Teacher Activity | vork or in | Student Activity |
| Drawing from Nature – View finder, perspective drawing and sketching from landscape. | | 15 Minu | tes | Tutor facilities teachers' shari experiences fror School pla programme Tutor guides teachers' revisi previous kno | ing of m their acement student ion of pwledge | Student teachers' share experiences from their School placement programme Student teachers use Shower thoughts to revise their knowledge and understanding of the concept and relevance of detail drawing. |
| · | | | | | use of know | Student teachers in groups, note down what theyalready about the topic and what they want to learn from the lesson. |
| | View finder and the concept of perspectiv e drawing. | 25 Minu | tes | Discussion i. Tutor facilitat brainstorming se enable students the concept u 'view finder landscape drawir Group Work/ICT | tes a ession to explain using a ' in | Discussion • students explain the concept of drawing through brainstorming. Group Work/ICT • Student teachers use |
| | C u. u | | | ii. Tutor, puts students in grou guides them to OERs to explain of of perspective of and the termin | explore concept drawing nologies | OERs to explore the concept of perspective drawing and the terminologies associated with it. |
| | Perspectiv e drawing | 60 minutes | 5 | Demonstration ■ Tutor guides individed student teachers illustrate two and point perspective (landscape) ■ An avenuatrees / elements of the poles on composite both sides eye level point) | to d three- e scenes e with ectricity one or s below | ● student teachers to illustrate two and three-point perspective scenes (landscape) ➤ An avenue with trees / electricity poles on one or both sides below eye level (one-point) ➤ A building depicting two-point perspective. |

| | | | A havileline | /halavy ahaya and | | | | |
|-------------------------------------|---------------------------------------|--|---|---|--|--|--|--|
| | | | A building depicting two- | (below, above and at eye level) | | | | |
| | | | point | at eye level) | | | | |
| | | | perspective. | | | | | |
| | | | (below, above | | | | | |
| | | | and at eye level) | | | | | |
| | Sketching | 60 minutes | Independent Learning | Independent Learning | | | | |
| | from | | Tutor supports student | Student teachers to | | | | |
| | landscape. | | teachers to develop and | develop and use view | | | | |
| | | | use view finders to | finders to sketch | | | | |
| | | | sketch landscapes in | landscapes in perspective. | | | | |
| | | | perspective. | | | | | |
| | | 20 Minutes | <u>Reflection</u> | Reflection | | | | |
| | | | Tutor guides student | Student teachers exhibit their | | | | |
| | | | teachers to exhibit works | sketches for gallery walk. | | | | |
| | | | and reflect on lesson by | Student teachers respond | | | | |
| | | | raising critical issues for | to questions asked. | | | | |
| | | | class discussion and asking relevant questions. | Clean up | | | | |
| Lesson assessments – | Summary of Ass | essment Methods: | relevant questions. | <u> </u> | | | | |
| evaluation of | | | udio practice) / hands-on demo | nstration / Exhibitions | | | | |
| learning: of, for and as | = | | - | nt perspective scenes/objects to | | | | |
| learning within the lesson (link to | | reviewed | | | | | | |
| Learning Outcomes) | Assessment Typ | e: Assessmentas Lea | rning. | | | | | |
| | | essment: Continuous | _ | | | | | |
| | Learning Ou | itcomes to be assess | ed: | | | | | |
| | ✓ Skill in using | ga view finder and us | ing varied drawing techniques in | representing landscape | | | | |
| | scenery on s | supports | | | | | | |
| | | | | | | | | |
| | LO.3. NTS 1b, 2c, 2e, 2f, 3d, 3e, 3f, | | | | | | | |
| | Weighting (30%) | | | | | | | |
| | - | | sentations, documentation,etc. | | | | | |
| | | eachers present w It studies on drawing | | am,etc. in groups on their | | | | |
| | Accessment Tun | e: Assessmentas Lea | rning | | | | | |
| | • • | essment: Continuous | _ | | | | | |
| | | itcomes to be assess | | | | | | |
| | | | rtance of having a view finder for | r landscape drawing. | | | | |
| | | | components / terminologies in l | | | | | |
| | | | · · · · · · · · · · · · · · · · · · · | | | | | |
| | | , 2e, 2f, 3d, 3e, 3f, | | | | | | |
| Teaching Learning | Mobile Phor | nes, laptop computer | PCs, Internet facility and Textbo | ooks | | | | |
| Resources | | | 0.0 10 1 1 2 2 2 2 | N | | | | |
| Required Text (core) | | | • | 2) Art Fundamentals: Theory and | | | | |
| Additional Pacelina | | . New York; McGraw | | | | | | |
| Additional Reading List | | | is, McGraw Hill. New York. | condany Schools Acers Ministry | | | | |
| LIST | of Educ | | General Knowledge III Art Jor Se | condary Schools, Accra. Ministry | | | | |
| | | | Communication Design for Scho | pols and Colleges. (first edition). | | | | |
| | | past Pas-Let Business | | oneges. (mist edition). | | | | |
| | • | | | A professional guide for artists. | | | | |
| | - | Arcturus Publishing | | projectional galac for artists. | | | | |
| | | _ | | ing: A contemporary perspective | | | | |
| | · · | | w York: Watson - Guptill Publica | | | | | |
| | | | encil drawing. Irvine: Quayside p | | | | | |
| | | | | ation manual (4 th edition) United | | | | |
| | Kingdor | n: Blackwell Publicat | ion. | | | | | |

| 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) |

| Year of B.Ed. | 2 | Semester | 1 | Place of lesson in semester | 1 2 3 4 5 6 7 8 9 10 11 12 |
|---------------|---|----------|---|-----------------------------|-----------------------------------|
| | | | | | 12345678 3 101112 |

| Title of Lesson | Drawing fr nature) | om Nature | (5-minute s | sketch | es from | Lesson D | uratio | n | 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 drawing from nature through practice. 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 | Student Te | | | | | | | | | |
| knowledge, prior learning | | the concep | | | ا drawing in | practice | | | | |
| (assumed) Possible barriers to | | rate landsca nceptions ab | · · · · · · · · · · · · · · · · · · · | | | | | | | |
| learning in the lesson | Religio | ous and cultunts' attitude | ural backgro | ound | | | | | | |
| | • Individ | dual needs o | | | | | | | | |
| Lesson Delivery – chosen to support students in achieving the outcomes | Face-to- face | Practical Activity | Work- Based Leaning | S | eminars | Independ Study | ent | e-learning opportunities | Practicum 5 | |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. • 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 | Tutor -to-student presentations; independent studio practice/study and research on drawing using OERs. 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. | | | | | | | | | |
| Learning Outcome for | | o, 2c, 2f, 3d, Outcomes: | | Lear | ning Indica | tors | Iden | tify which cross | cutting | |
| the lesson, picked and developed from the course specification Learning indicators for | end of the | e lesson, the | student | Leaf | illing mulca | 1015 | issue skills dive | es – core and tra , equity and ad rsity. How will the essed. | ansferable Idressing | |
| each learning outcome | ach learning utcome | | 1. | Exhibit/Disminutes from natu | sketches | abilit group study othe the interest of the in | communication critical thinking creativity nnovation tear Gender issues. | nclusive dependent nones and rices to surf rmation to skills | | |

| 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 | Tutor guides student teachers' revision of previous knowledge onview finders, perspective drawing and sketching from landscape. Tutor facilitates student teacher transition to the new lesson with the use of 'Know, Want to know and Learnt (KWL)'. Tutor facilities student teachers' sharing of experiences from their School placement programme | Student teachers brainstorm to revise their knowledge and understanding onview finders, perspective drawing and sketching from landscape. Student teachers in groups, note down what theyalready 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 | Tutor facilitates a shower thought session to enable students explain the concept of drawing from nature. | Students explain the concept of drawing from nature through a shower thought session. | | | |
| | Drawing from nature. | 120 minutes | Independent Learning/Hands-on Tutor guides student teachers to use various techniques to develop 5-minutes sketches from nature (Outdoor Practice). | Independent Learning/Hands-on student teachers to use various techniques to develop 5-minutes sketches from nature. | | | |
| | | 30 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. 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 2: Portfolio / project (Studio practice) / hands-on demonstration / Exhibitions Student teachers exhibit/display thumb-nail sketches from nature. 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) | | | | | | |
| Teaching Learning Resources Required Text (core) | | | PCs, Internet facility and Textbook one O. R. and Cayton L. D. (2002) | | | | |
| | | d.). New York; McGraw – | | and the state of t | | | |

| Additional Reading | Gene A. M (2006) Art in Focus, McGraw Hill. New York. |
|--------------------|--|
| List | Amenuke, S. K et al. (1999), General Knowledge in Art for Secondary Schools, Accra. Ministry of Education. Agyarkoh E. (2016) Graphic Communication Design for Schools and Colleges. (first edition). Cape Coast Pas-Let Business Centre. Stanyer, P. (2013) A complete book of drawing techniques: A professional guide for artists. London Arcturus Publishing Ltd. Ryder, A. (2000). The Artist's complete guide to figure drawing: A contemporary perspective on the classical tradition. New York: Watson - Guptill Publications. Gene, F. (2004). The art of pencil drawing. Irvine: Quayside publishing group. Fulcher, A. et al, (1998). Painting and Decoration: An information manual (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) |

| Year of B.Ed. | 2 | Semester | 1 | Place of lesson in semester | 123456789 10 11 12 |
|---------------|---|----------|---|-----------------------------|--------------------|
|---------------|---|----------|---|-----------------------------|--------------------|

| Title of Lesson | (shading) te | Developing landscape drawings (buildings) and applying varied rendering (shading) techniques such as regular shading, irregular shading and directional shading. 3 hours Duration | | | | | | | | |
|---|--|--|---------------------------|----------|---------------------------|--|-----------------------|-----------|--|--|
| Lesson description | lesson involved drawings (but irregular shate) This lesson is creative skill | 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. 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: | | | | | | | | |
| Possible barriers to learning in the lesson | ReligiouStudent | Religious and cultural background of students. Students' attitude towards activity-based learning | | | | | | | | |
| Lesson Delivery – chosen to support students in achieving the outcomes | Face-to- face | Practical Activity | Work- Based Leaning | Seminars | Independent Study ✓ | | learning pportunities | Practicum | | |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. | Tutor -to-stu OERs. | Tutor -to-student presentations; independent studio practice/study and research on drawing using OERs. | | | | | | | | |
| 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 | 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. NTS 1b, 2c, 2f, 3d, 3e, 3f | | | | | | | | | |

| Learning Outcome for the lesson, picked and developed from the course | _ | mes: By the end of tudent teacher will | Learning Indicators | Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed. | |
|--|---|--|---|--|--|
| specification Learning indicators for each learning outcome | understanding o (shading) such as irregular shading shading and thei | r associated thes, cross-hatches, pling, mass, | Present chart on the group discussions on rendering (shading) techniques such as regular shading, irregular shading and directional shading. | 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: communication skills inclusive and gender issues | |
| | 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]. | | Display landscape drawings (buildings). | team work. gender issues. Issues of SEN (Special Education Needs) | |
| Topic Title | Sub-topics (if any): | Stage/Time | _ | ty to achieve learning outcomes mode selected. Teacher led, independent | |
| Developing landscape drawings (buildings) and applying varied rendering (shading) techniques such as regular shading, irregular shading and directional shading. | The concept of landscape drawing varied rendering (shading) techniques. | 15 Minutes 30 Minutes | ■ Tutor guides student teachers to revise previous knowledge onsketching from nature. ■ Tutor facilitates student teacher transition to the new lesson with the use of 'Know, Want to know and Learnt (KWL)' Tutor facilities student teachers' sharing of experiences from their School placement programme Discussion ■ 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 | Shower thoughts to revise their knowledge and understanding of sketching from nature. Student teachers in groups, note down what theyalready about the topic and what they want to learn from the lesson. Student teachers' share experiences from their School placement programme Discussion students explain the concept of drawing through brainstorming. Student teachers use OERs to explore the concept and techniques | |

| | | | Hatches, cross- | | | | |
|------------------------|--|---|--|---|--|--|--|
| | | | hatches, pointillism | | | | |
| | | | / stippling, mass, | | | | |
| | | | contour lines, and | | | | |
| | | 440.54 | crumbling. | | | | |
| | | 110 Minutes | Independent Learning | Independent Learning | | | |
| | Daniela mine | | Tutor guides individual | ✓ Student teachers to | | | |
| | Developing | | student teachers to | explore and develop | | | |
| | landscape | | explore and develop | landscape drawings | | | |
| | drawings (buildings) and | | landscape drawings | (buildings) and | | | |
| | applying | | (buildings) and applying relevant and varied | applying relevant and varied rendering | | | |
| | varied | | rendering (shading) | (shading) techniques | | | |
| | rendering | | techniques in practice | in practice eg. | | | |
| | (shading) | | eg. hatches, cross- | hatches, cross- | | | |
| | techniques in | | hatches, pointillism / | hatches, pointillism / | | | |
| | practice. | | stippling, mass, contour | stippling, mass, | | | |
| | practice. | | lines, and crumbling. | contour lines, and | | | |
| | | | inies, and crambing. | crumbling. | | | |
| | | 25 Minutes | Reflection | Reflection | | | |
| | | | Tutor guides student | Student teachers exhibit | | | |
| | | | teachers to exhibit | their sketches for gallery | | | |
| | | | works and reflect on | walk. | | | |
| | | | lesson by raising critical | Student teachers | | | |
| | | | issues for class | respond to questions | | | |
| | | | discussion and asking | asked. | | | |
| | | | relevant questions. | Clean up | | | |
| Lesson assessments – | Summary of Assessment Methods: | | | | | | |
| evaluation of | Component 3: P | ortfolio/ hands-on de | monstration | | | | |
| learning: of, for and | Student teachers | s present drawings illus | strating shading techniques such | n as regular shading, irregular | | | |
| as learning within the | shading and directional shading (hatching/cross hatching) and critique among themselves. | | | | | | |
| lesson (link to | | Assessment Type: Assessment 'for' and 'as' Learning. | | | | | |
| Learning Outcomes) | Category of Assessment: Continuous Assessment. | | | | | | |
| | Developing landscape drawings (buildings) (Practical). | | | | | | |
| | Learning Ov | | J. | | | | |
| | | Learning Outcomes to be assessed: ✓ Skill in developing landscape drawings (buildings) and applying varied rendering (shading) | | | | | |
| | | | shading, irregular shading (| | | | |
| | • | nal shading. | Silading, irregular Silading (| natering/cross natering/ and | | | |
| | directio | nai snaamg. | | | | | |
| | LO.2. | LO.2. NTS 1b, 2c, 2e, 2f, 3d, 3e, 3f, | | | | | |
| | Weighting (non | | • | | | | |
| Teaching Learning | | | PCs, Internet facility and Textboo | oks | | | |
| Resources | | | | | | | |
| Required Text (core) | | | ne O. R. and Cayton L. D. (2002) | Art Fundamentals: Theory and | | | |
| Addition In It | | New York; McGraw – | | | | | |
| Additional Reading | | | , McGraw Hill. New York. | and any Caba L. A | | | |
| List | | | General Knowledge in Art for Sec | onuary Schools, Accra. Ministry | | | |
| | of Educ | | Communication Design for C-1- | ole and Colleges (first adition) | | | |
| | | on E. (2016) <i>Grapnic C</i> past Pas-Let Business C | Communication Design for School | on and coneges. (Hist edition). | | | |
| | • | | entre. e book of drawing techniques: A | A professional quide for artists | | | |
| | • | Arcturus Publishing Lt | | a projessional galac joi artists. | | | |
| | | - | .a. complete guide to figure drawir | na: A contemnorary perspective | | | |
| | - | · · | r York: Watson - Guptill Publicati | | | | |
| | | | ncil drawing. Irvine: Quayside pu | | | | |
| | | | ing and Decoration: An informat | | | | |
| | | n: Blackwell Publicatio | | manasi (+ caidon) omicu | | | |
| CPD Needs | _ | | oresentation, use of search eng | gine (YouTube, Khan Academv. | | | |
| | _ | | 5, Group work (PDP- Team 4) | , | | | |
| | Coursera, Udem | y, MOOCs) PDP- Team | 5, Group work (PDP- Team 4) | | | | |

| Year of B.Ed. | 2 | Semester | 1 | Place of lesson in semester | 11 |
|---------------|---|----------|---|-----------------------------|---------------------------|
| | | | | | 12345678910 L L 12 |

| Title of Lesson | _ | | | | rawings to serve of inspiration an | | Lesson Duration | 3 hours |
|--|--|--|------------------|------------------|---------------------------------------|----|--------------------|-----------|
| | | ary designing) | y (theme se | election sources | or mspiration an | lu | Duration | |
| Lesson description | Visual Ar lesson in a need ba thinking, knowledg | Visual Arts is an area of study within the context of the growing multicultural setting of Ghana. This esson involves the use of various tools and teaching and learning strategies to verify drawings to serve need based on creativity. The lesson is also to prepare student teachers to demonstrate independent hinking, research, and creative skills through research, presentation and practice and apply same knowledge in teaching early adolescence. | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | | tudent Teachers: | | | | | | |
| Possible barriers to learning in the lesson | ReligStud | Religious and cultural background of students. Students' attitude towards activity-based learning | | | | | | |
| Lesson Delivery – | Face- | Practical | Work- | Seminars | Independent | | learning | Practicum |
| chosen to support students in achieving the outcomes | to-face ✓ | Activity ✓ | Based Leaning | | Study ✓ | ор | portunities ✓ | |
| 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. | | | | | | ing using | |
| Purpose for the lesson, what you want the students to achieve, serves as basis for the learning | for the hat you the to serves for the serves for the hat you the serves for the hat you the to serves for the hat you the serves for the hat you the to you had you have the to you had you have the to you had you have the to you had you had | | | | | | | |

| • Learning | Learning Out | comes: By the end | of Learning Indicators | Identify which cross cutting issues |
|-------------------------------------|-----------------|------------------------|---|---|
| Outcome for th | e the lesson, t | he student teacher v | will | - core and transferable skills, |
| lesson, picked | be able to: | | | equity and addressing diversity. |
| and developed | | | | How will these be addressed. |
| from the course | | trate knowledge and | ✓ Group discussion | |
| specification | | g of the concept | about the concept | ✓ communication skills✓ digital literacy-information |
| Learning indicators for | drawings to se | the relevance of maki | ing creativity and the relevance of | ✓ digital literacy-information communication & technology |
| each learning | urawings to se | erve a riceu | making drawings to | (ICT) skills |
| outcome | LO2. Demons | trate knowledge and s | | ✓ socio-cultural and economic |
| | | pen Educational | | differences, |
| | · | Rs) in identifying the | | ✓ team work, |
| | | piration for artistic | ✓ Present a chart on | ✓ gender issues |
| | expression an | d preliminary designir | _ | ✓ Issues of SEN (Special |
| | | | inspiration for | Education Needs) |
| | | | artistic expression and components / | |
| | LO.3. Demons | trate knowledge and | procedure for | |
| | | ping ideas through | preliminary | |
| | | minary designing | designing | |
| | | | | |
| | | | / 5: 1 :11 | |
| | | | ✓ Display illustrations of preliminary | |
| | | | designs based on | |
| | | | selected problems | |
| | | | or issues. | |
| | Sub-topics (if | | | ty to achieve learning outcomes |
| | any): | | - | mode selected. Teacher led, |
| | | | collaborative group work or inc Teacher Activity | Student Activity |
| | | | · | · |
| | | 15 Minutes | G | dent • Student teachers |
| | | | teachers' revision of previ knowledge on landso | |
| Topic Title | | | | and understanding of |
| | | | various rendering (shad | _ |
| | | | techniques. | (buildings) and various |
| | | | | rendering (shading) |
| | | | | techniques. |
| | | | | dent |
| | | | teacher transition to the I lesson with the use of 'Kn | |
| | | | Want to know and Lea | |
| | | | (KWL)' | topic and what they |
| | | | , , | want to learn from the |
| | | | Tutor facilities student teach | |
| Independent work | | | sharing of experiences from t | |
| and Studio | | | School placement programme | Student teachers' share |
| | | | | |
| Practice – Making | | | | experiences from their |
| Practice – Making drawings to serve | | | | School placement programme |

| 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 | Discussion i. Tutor facilitates a brainstorming session to enable students explain the concept of creativity. Group Work ii. Tutor puts students in groups and guides student teachers to identifying the sources of inspiration for artistic expression and preliminary designing process. Sources of inspiration / ideas: 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) Preliminary design process: | Students explain the concept of creativity through brainstorming. Group Work 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. |
|---|---|------------------|---|---|
| | Davidarias | 105 minutes | 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. | |
| | Developing preliminary design sketches | 105 minutes | Tutor guides student teachers to explore and produce sketches (preliminary design) to solve identified problems. | Independent Learning ✓ student teachers to explore and produce sketches (preliminary design) to solve identified problems. |
| | | 25 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. Student teachers respond to questions asked. Clean up |

| Lesson assessments – | Summary of Assessment Methods: | | | | | | |
|-------------------------|--|--|--|--|--|--|--|
| evaluation of learning: | omponent 2: Portfolio / hands-on demonstration / | | | | | | |
| of, for and as learning | cudent teachers display illustrations of preliminary designs based on selected problems or issues | | | | | | |
| within the lesson (link | nd critique it among themselves. | | | | | | |
| to Learning Outcomes) | sessment Type: Assessment as Learning. | | | | | | |
| | Category of Assessment: Continuous Assessment. | | | | | | |
| | earning Outcomes to be assessed: | | | | | | |
| | Skill in developing ideas through thematic preliminary designing | | | | | | |
| | | | | | | | |
| | LO.3. NTS 1b, 2c, 2e, 2f, 3d, 3e, 3f, | | | | | | |
| | Weighting (no-scoring) | | | | | | |
| Teaching Learning | Mobile Phones, laptop computer/PCs, Internet facility and Textbooks | | | | | | |
| Resources | | | | | | | |
| Required Text (core) | Ocvirk, G.O., Stinson E.R., Wegg P., Bone O. R. and Cayton L. D. (2002) Art Fundamentals: Theory and | | | | | | |
| | Practice (9 th Ed.). New York; McGraw – Hill companies Inc. | | | | | | |
| Additional Reading List | Gene A. M (2006) Art in Focus, McGraw Hill. New York. | | | | | | |
| | Amenuke, S. K et al. (1999), General Knowledge in Art for Secondary Schools, Accra. Ministry of Education. | | | | | | |
| | Agyarkoh E. (2016) Graphic Communication Design for Schools and Colleges. (first edition). Cape Coast Pas-Let Business Centre. | | | | | | |
| | Stanyer, P. (2013) A complete book of drawing techniques: A professional guide for artists. London Arcturus Publishing Ltd. | | | | | | |
| | Ryder, A. (2000). The Artist's complete guide to figure drawing: A contemporary perspective on the classical tradition. New York: Watson - Guptill Publications. | | | | | | |
| | Gene, F. (2004). The art of pencil drawing. Irvine: Quayside publishing group. | | | | | | |
| | • Fulcher, A. et al, (1998). <i>Painting and Decoration:</i> An information manual (4 th 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) | | | | | | |

| Year of B.Ed. 2 Semester 1 Place of lesson in semester 1 2 3 4 5 6 7 8 9 10 11 12 | Year of B.Ed. | 2 Sen | nester 1 | | Place of lesson in semester | 1234567891011 12 |
|---|---------------|-------|----------|--|-----------------------------|-------------------------|
|---|---------------|-------|----------|--|-----------------------------|-------------------------|

| Title of Lesson | | | | | | | | |
|--|--|---|---------------------------|------------------|----------------------|----|------------------------|-------------------|
| | | | | | a product based o | on | Lesson | 3 |
| | selected the | mes, Apprecia | ation and c | riticism of desi | gned products | | Duration | hours |
| Lesson description | Visual Arts i lesson involv on selected student tead presentation | 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. NTS 1b, 2c, 2f, 3d, 3e, 3f, | | | | | | |
| Previous student | Student Tea | chers: | | | | | | |
| teacher knowledge, prior learning (assumed) Possible barriers to learning in the lesson | IllustraMiscondReligiou | Explain the concept of creativity and preliminary designing. Illustrate preliminary designs. Misconceptions about Visual Art. Religious and cultural background of students. | | | | | | |
| 1033011 | | al needs of lea | | ty-based learni | ng | | | |
| Lesson Delivery – chosen to support students in achieving the outcomes | Face-to- face | Practical Activity | Work- Based Leaning | Seminars | Independent Study | | earning portunities | Practicum |
| delivery chosen to support student teachers in achieving the learning outcomes. • 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 | 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: 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' | | | | | | endeds to | |
| NTS addressed | ✓ Dra rer sha ✓ Inc cre ✓ Ap | ✓ 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 | | | | | | rectional I on |

| | Ultimately, the lesson shall seek to prepare student teachers to demonstrate collaborative skills, independent thinking, inter-personal skills, manipulative and creative skills. | | | | | |
|--|---|---|--|--|---|--|
| | NTS 1b. 20 | c, 2f, 3d, 3e, 3f | | | | |
| Learning Outcome for the lesson, picked and | Learning Outco | mes: By the end | Learning Indicators | Learning Indicators Identify which cross cutting issues - and transferable skills, equity and addressing diversity. How will these addressed. | | |
| picked and developed from the course specification Learning indicators for each learning outcome | and understa concept of art criticism LO2. Demonstra and skill in explo Educational Res identifying the oprocedure for an | te knowledge oring Open ources (OERs) in oncept and rt appreciation ate knowledge loping designs on | 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 gender inclusive groups as well as independent study, using their phones other electronic devices to surf the internet for information to attain: | | |
| | Sub-topics (if any): | Stage/Time | | delivery | to achieve learning outcomes mode selected. Teacher led, | |
| | | | Teacher Activity | | Student Activity | |
| Topic Title | | 60 Minutes | previous l | t ir School | 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 theyalready about the topic and what they want to learn from the lesson. | |
| Independent studio work and practice – Designing a | | | Semester | | Student teachers' share experiences from their School placement programme for the semester | |
| product based on selected themes, Appreciation and criticism of designed products | The concept of appreciation and criticism. | 35 Minutes | Brain Storming I. Tutor facilit brainstorming enable studen the conce appreciation criticism. E-learning ii. Tutor, puts studen | session to ts explain pt of and | students explain the concept of appreciation and criticism through brainstorming. Student teachers use OERs to explore the concept of appreciation and criticism | |
| | | | into groups an them to explor | | | |

| | l | | | | | | | |
|--|---------------------------------------|--|--|--|---|--|--|--|
| | | | | explain concept of appreciation and | | | | |
| | | | | criticism. | | | | |
| | | | | Procedure for appreciation | | | | |
| | | | | 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 | | | | |
| | Design | ning a | 60 minutes | relation to culture. Tutor supports student | ✓ student teachers to | | | |
| | | ct based | oo minates | teachers to explore and | explore and produce | | | |
| | on a s | n a selected neme. 25 minutes | | develop sketches based on selected themes. | sketches on selected | | | |
| | theme | | | | themes. | | | |
| | | | 25 minutes | Reflection | Student teachers exhibit their sketches for gallery | | | |
| | | | | ✓ Tutor guides student | their sketches for gallery walk. | | | |
| | | | | teachers to exhibit works | Student teachers respond | | | |
| | | | | and reflect on lesson by raising critical issues for | to questions asked. | | | |
| | | | | class discussion and | Clean up | | | |
| | | | | asking relevant questions. | | | | |
| Lesson assessments - evaluation of learnin | | | <u>f Assessment Method</u> : 1: portfolio /Studio : | <u>ls:</u> oractice / hands-on demonstratior | 1 | | | |
| of, for and as learnin | _ | | : Type: Assessment fo | | • | | | |
| within the lesson (lin | ık Ca | ategory of | Assessment: Continu | | | | | |
| to Learning Outcome | es) 🗸 | | ation on charts. | on charts. oreliminary sketches on selected themes (Practical). | | | | |
| | | 2000101 | one premiminary skette | | • | | | |
| | | | g Outcomes to be ass | | | | | |
| | \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ | | developing designs on | | | | | |
| | | LO.1., LO.2. NTS 1b, 2c, 2e, 2f, 3d, 3e, 3f, | | | | | | |
| | | eighting: | | nrocontation of ronarts charts are | idorgrams oto | | | |
| | | | : type: Assessment of | presentation of reports, charts, sp and for learning | nucigianis ett. | | | |
| | Ca | ategory of | assessment: Continu | ous Assessment. | | | | |
| | Le ✓ | | tcomes to be assesse dge and understandir | d: ng of the concept and procedure fo | r art appreciation. | | | |
| | | | b, 2c, 2e, 2f, 3d, 3e, 3f | · | | | | |
| | \/\ | eighting: | 30% | | | | | |

| | Component 1: Examination / Tests /Quizzes |
|-------------------------|--|
| | Assessment type: Assessment of and for learning |
| | Category of assessment: Summative |
| | Learning outcomes to be assessed: |
| | 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. |
| | LO.1., LO.2. LO3 NTS 1b, 2c, 2e, 2f, 3d, 3e, 3f. |
| | Weighting (30%) |
| Teaching Learning | Mobile Phones, laptop computer/PCs, Internet facility and Textbooks |
| Resources | mount include, rapidly compared, it say, microscitating and restaurant |
| Required Text (core) | Ocvirk, G.O., Stinson E.R., Wegg P., Bone O. R. and Cayton L. D. (2002) Art Fundamentals: Theory and |
| | Practice (9 th Ed.). New York; McGraw – Hill companies Inc. |
| Additional Reading List | Gene A. M (2006) Art in Focus, McGraw Hill. New York. |
| | Amenuke, S. K et al. (1999), General Knowledge in Art for Secondary Schools, Accra. Ministry of Education. |
| | Agyarkoh E. (2016) <i>Graphic Communication Design for Schools and</i> Colleges. (first edition). |
| | Cape Coast Pas-Let Business Centre. |
| | • Stanyer, P. (2013) A complete book of drawing techniques: A professional guide for artists. |
| | London Arcturus Publishing Ltd. |
| | Ryder, A. (2000). The Artist's complete guide to figure drawing: A contemporary perspective on the classical tradition. New York: Watson - Guptill Publications. |
| | Gene, F. (2004). The art of pencil drawing. Irvine: Quayside publishing group. |
| | Fulcher, A. et al, (1998). Painting and Decoration: An information manual (4th edition) United Kingdom: Blackwell Publication. |
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| 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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