

COMMUNITY PARTNERSHIP

FOR YOUTH AND WOMEN DEVELOPMENT, GHANA
(CPYWD, GHANA)

A programme for rural & urban youth and women education, training, counseling, capacity building, empowerment, outreach and networking

Creative Arts Primary school 4-6

Manual for teachers



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Introduction

As a project interested and specialized in youth development, we have a partnership with different schools in different communities. We are working together to develop the lives of children and youth and so develop Ghana and her environment. The education in Ghana is improving step by step. There are syllabuses available for all subjects. The only problem is that most of the schools don't have many/any materials to follow the programs in the way they are presented in the syllabuses. We also noticed that most of the teachers don't have updated knowledge when the government adds another subject to the learning schedule. Because of that some schools are struggling with the content of their lessons. One of the lessons we are talking about is Creative Arts. Therefore we decided to make a summary of the 'Teaching syllabus for Creative Arts' of the Ministry of education, science and sports of Ghana as a basic manual for teachers.

This manual can be used as a supplement on the 'Teaching syllabus for creative arts' of the Ministry of education, science and sports of Ghana. It's been designed to help and guide teachers through their Creative Arts lessons. It's giving a base from where we can follow up.

For more information, remarks or suggestions you are most welcome to visit or contact our office.

Because we join hands, we develop!

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1. Outline Creative Arts

1.1 Creative Arts

Creative Arts stimulates all five human senses through Visual Arts, Music, Drama and Dance, so the students can express themselves (ideas, thoughts, feeling, imagination, etc.).

1.2 Target group

Primary school 4-6

1.3 Main goal

The aim of Creative Arts is to stimulate students' creative skills through creative activities like Visual Arts, Music, Drama and Dance.

1.4 Objectives

The general objectives of Creative Arts are:

The student will;

- develop basic skills of Visual Arts, Music, Drama and Dance.
- develop a spirit of creating, innovation and creativity.
- acquire skills to express him/herself (self-identity).
- acquire skills to analyze and evaluate creative work.
- have some knowledge about the cultural background.

1.5 Approach

Learning through doing

PAC-man

1.6 Structure

The outline of a lesson;

- introduction
- activity
- evaluation

Each week there will be two lessons of Creative Arts. Each lesson will take 45 minutes/1 hour.

1.7 Subjects

Creative Arts is divided into four main subjects;

- Visual Arts
- Music
- Drama
- Dance

Each lesson/week you can take turns between the main subjects. You can choose one of the subjects or make a combination. For example; when you do a dance, you need music.

2. Approach

While some knowledge can be gained by listening to the teacher, experience and practice is necessary to fully understand and work with this knowledge.

To be able to experience, an active role of the students is essential to get full benefit of the lessons. The students do practical activities and are in the center of attention. This means that the lessons are child-centered. However, you play a key role in guiding and creating an environment for growth and creativity. Here students can develop themselves in order to be creative, take initiative and improve their behavior and performance by reflection.

2.1 Learning through doing

Competences;

- understand causality
- being creative
- take initiative
- planning actions
- reflecting on behavior

Definitions;

Understanding causality

Answering the why-question (cause and consequence).

Being creative

Generating new ideas or concepts or new associations between existing ideas or concepts.

Take initiative

Undertaking self-directed action.

Planning actions

Thinking about the steps you need to take to get your result.

Reflecting

Gaining insight in own behavior, thoughts and emotions.

2.2 Coaching role of teacher: PAC-man

Three important components are essential for stimulating an environment for growth:

Positivism, **A**ctivity and **C**reativity.

When approached in this manner, children will develop themselves. A positive approach will reward the efforts of children, so they will have enough confidence to play an active role. Through an active role during the activities, a child can explore and practice newborn skills and gain experience. An active role also promotes creativity.

2.2.1 Positivism

A positive approach is emphasizing and encouraging what is there or positive, instead of focusing on what is lacking or what is done wrong. Positivism will build self-identity in the students so they dare to take initiative. Therefore it's important to stimulate and support a student.

When you observe undesired behavior you need to explain to the student why this behavior is not appropriate, so he/she can learn from it by linking behavior and consequences (causality). After giving this explanation, you can provide positive alternatives for the behavior. In this way certain behavior can be a choice.

Tasks;

Encouraging and complimenting the student

First focus on the positive aspects of a contribution and compliment a student with a correct answer. A positive approach will build self-identity so the student dares to take initiative. Punishment can inhibit the answer and can also frustrates the whole thinking process.

Explaining why an answer or a particular behavior is wrong, so they can learn from their mistakes by linking behavior and consequence (causality)

When a student gives an incorrect answer, don't just correct him/her, but give explanations why an answer is incorrect.

Providing positive alternatives when observing inappropriate behavior

In this manner, the student will experience that there are more appropriate behaviors and that a behavior can be a choice.

2.2.2 Activity

All students should be involved. Also shy or withdrawn students should be stimulated to think and participate. In this way every student feels appreciated. Circulate roles and make sure that every student gets the opportunity to express him/herself and perform. Encourage students to ask questions when there is any problem. Also ask for active contribution to the evaluation. In this way the students get a better understanding of their own behavior and its consequences (causality).

Tasks;

Involving all students

Make sure that all students are challenged to think and participate. Give the opportunity to all students to answer. Not only to the ones who raise their hands, but also question the others. In this way every student can have an active role and feels appreciated.

Rewarding motivation and effort regardless of the correctness of the contribution

Show appreciation when a student or a whole class is willing to participate and think along. Wrong answers also contribute to the good result.

Asking students for explanations

Before correcting or approving, ask the students to motivate their answer. In this way they are forced to explain their answer and think it through.

Encouraging students to ask questions

You need to state that students who don't understand the matter can always ask questions. Give opportunities for asking questions.

2.2.3 Creativity

Consider individual differences and allow students to have ideas and preferences of their own, as long as they won't harm any other person. Stimulate students to explore ideas. Skills as decision-making, critical thinking and responsibility should also be motivated. Encourage students to make an effort and to contribute to the final product. This is just so important as the final product itself. It doesn't matter who is the best. It's about being creative, taking initiative and having fun.

Tasks;

Considering individual differences

Consider that not every student has the same level of understanding. Therefore you must level with the student.

Stimulating curiosity and exploration

Before giving the right answer, let each student think for him/herself. In this way you give each student the opportunity and time to think things through. Allow students to ask questions when they don't understand or want to know more about the subject.

Providing opportunities for choice

Give the students the opportunity to make his/her own choices. In this way students will get a sense of responsibility, learn to make decisions and see the consequences of those decisions (causality).

Encouraging to generate several ideas before choosing one

To support a student in making choices, encourage him/her to think of various alternatives so that he/she is able to choose a good option.

Putting emphasis on the process and not only on the product

When an answer is incorrect, don't just correct the answer but ask the student to explain his/her answer. In this way, you prevent students from guessing. When you assist during the thinking process it will help the student to make new links. You can stimulate cooperation and relations between the students. The final product will be thought through and therefore be more appropriate and supported.

3. Structure of lessons

Every lesson has the same structure in order to support clearness, uniformity and efficiency. When the students know what to expect from the structure of the meeting they can pay full attention to the content.

Each lesson you have to start with an introduction of the activity. After that the students will do the activity. And at the end of the lesson there will be an evaluation.

3.1 Introduction

Always start with explaining the content of the lesson; which main subject you will work on and which assignment or activity they are going to do. If you need materials for the activity you can show them to the students. You need to collect all materials before you do the introduction, so there is a good continuation and the students don't lose their attention. If the students need to use some materials you need to explain how to use them in the right way. When the content is clear to everybody you organize the students and materials for the activity; by making subgroups when necessary and divide the materials among the students. More information can be found in the next chapter.

3.2 Activity

Since we want the students to learn through experience most of the lesson will be practical. You have to create an environment where the students can be creative and develop themselves. Therefore you can use the PAC-man approach.

3.3 Process and product

Process and product are strongly connected to each other. During the activities the students have to work together with the given materials and instructions to create the final product. This working together is the process. The relations between students are essential parts of the process. The product can be a presentation or a piece of work. If there are problems in the process it will reflect on the product. The other way round, if the product isn't what they expected it will reflect on the relations between the students. Because of this strong connection, there needs to be an alternation of attention for the process and the product.

If there is a problem in the process, for example a conflict between two students, you can ask the students some questions and give positive alternatives to clear the situation. If there is a problem with the product, you can give practical solutions and opportunities to solve the problem.

3.4 Evaluation

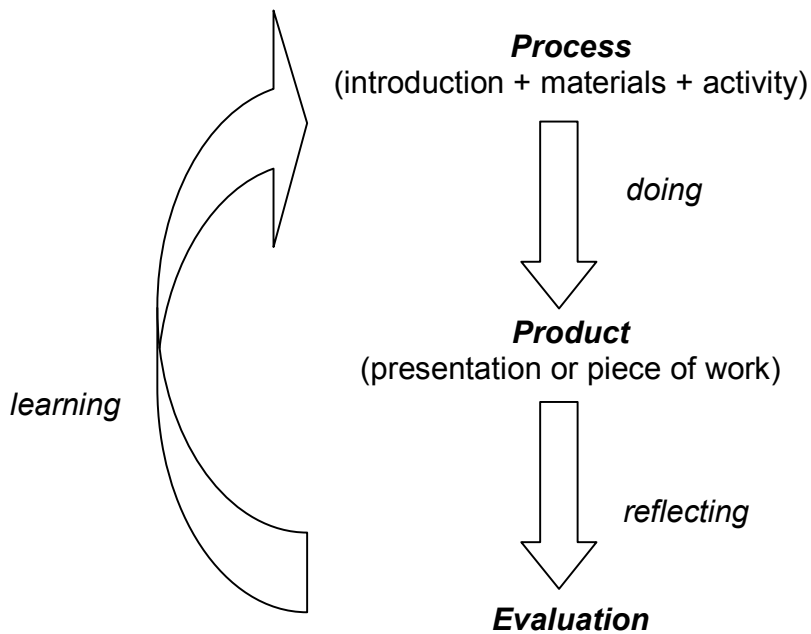
Reflection will give the student the opportunity to learn from a situation, therefore an evaluation is an essential component of each lesson. So you need to encourage the students to reflect upon the whole activity (their behavior, behavior of others, execution, etc.). To stimulate self-identity and development, it's important to ask open-ended questions. The following open-ended questions can be posed/asked:

- What is your opinion on the lesson?
- What went well?
- What went wrong?

- Are you satisfied with the result?
- What did we learn from this lesson?
- What can be improved next time?
- Is there any other comment?

Also stimulate students to ask questions to one another to promote critical thinking. Make sure they respect each other. Everybody needs to feel free to express him/herself in his/her own way, without being laughed at. Through this evaluation you can conclude what went well and what could be improved.

3.5 Structure of lessons in a picture



4. Practical guide during lessons

4.1 Dividing a group

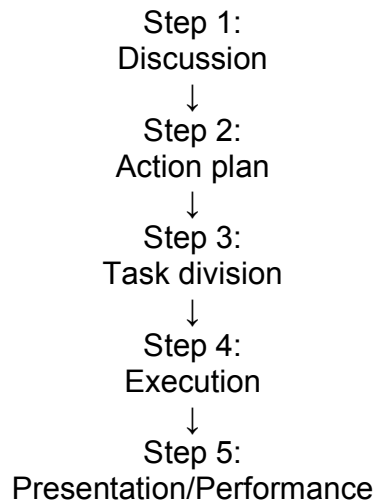
Working with a group gives you different opportunities. There are different kinds of ways to work with a group.

1. Every student works on his/her own product. The theme or topic is the same for everybody.
Working individually is building self-identity. The differences between the students are becoming clear; everybody is unique.
2. Every student works on his/her own product, after that it circulates and somebody else adds something.
The students need to react on each other. It's about noticing and accepting the other person and his/her way of working. They need to be open for reactions and change.
3. The students are working in groups of two or three persons, and are making one product.
The students need to be open for mutual influences and accept this; their actions will reflect on the work of the other person and visa versa.
4. Every student makes one part of a product, and at the end all the parts come together as one final product.
The students need a strong individual base, because their personal contribution will be a part of the final product. They can make this base by making their contributions in their own style and putting their own ideas into it.
5. A group of people make one product together.
The students need to keep their own voice, identity and style in a group. In the end they would have to find something of their own contribution.

When you divided the students into groups it is necessary that every student finds something of him/herself in the final product.

4.2 Making good relations through cooperation

Cooperation is a process of five steps. In some activities the whole process will take place, while in others some aspects of cooperation will be appropriate.



The bigger the group the harder it is to cooperate properly. If you want to make it easier you can make subgroups. It is good to make different subgroups every lesson, so the students learn to cooperate well with different people.

If you have a subgroup of three students or more and you want to make sure that every student is involved in the cooperation, you need to point a subgroup-leader. Either you can choose somebody or let the subgroup do it itself. The task of a subgroup-leader is to give every student in the group the chance to give ideas and work on the product. Decisions will be taken by the whole subgroup, which means that the opinion of the subgroup-leader does not have more weight. Make sure that each subgroup-leader is aware of his/her task. In several lessons, the role of subgroup-leader has to circulate among all students, so you give every student the chance to practice.

Step 1: Discussion

During cooperation discussion is a key component to assure that the result will be a group product instead of an individual product. To achieve the best results, different ideas and opinions have to be generated in one group. Don't allow students to agree on one idea, before they looked at alternatives. The subgroup-leader is the discussion leader and gives every student the chance to participate.

A discussion can be divided in the following four stages:

- Releasing and sharing of ideas
- Defending of ideas with arguments
- Discussion
- Group decision

The first stage is releasing several alternatives to accomplish the activity. When each student has named his/her idea, each idea has to be defended with arguments. If all students have shared their ideas and arguments, the students can question each other and the discussion will take place. Which idea has the most advantages over disadvantages? If not all students agree on the same idea, they can vote for it. The idea that gets the most votes will be executed. So at the end it needs to be a group decision.

Step 2: Action plan

When the idea is born and the decision is made, participants have to make an action plan. Which tasks have to be done in what order? Or what steps do we have to take? The group will make a plan together.

Step 3: Task division

After making a plan of action the tasks have to be divided. The students need to discuss which person will do which part of the work. The task division can be based on motivation or expertise. It is the responsibility of the subgroup-leader that every member gets at least one task that satisfies him/her.

Step 4: Execution

After the task division the actual execution can start. Once again, there must be a positive working atmosphere. Students have to support each other. Helping each other by giving advice or feedback will help the process. Feedback is a positive formulated and constructive suggestion how to handle in a better way.

Step 5: Presentation/Performance

Depending on the activity, either one student of the subgroup or the whole subgroup will present their product to of the rest of the class. This practices performing in public. You as a teacher need to make sure that everyone pays attention to each other. After the presentation/performance the class can ask questions if there is something not clear. This promotes involvement and a better understanding of the content of the presentation.