

SHOWCASING THE METHODOICAL USAGE OF CUCRART LESSON PLAN FOR EFFICTIVE ARTS TEACHING IN BASIC AND SENIOR SECONDARY SCHOOLS

By

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Abstract

The use of Essay, Tabular, TKT and Asei lesson plans in teaching and learning have posed multiple challenges to teachers who engaged in practical based-topics in cultural and creative arts, especially studio and stage teaching in primary and secondary schools. A descriptive survey design was adopted to select 50 teaching practice students of the departments of fine and applied arts and theatre arts of the Federal College of Education (Technical) Omoku, Rivers state, Nigeria in the 2020, 2021 and 2022 academic sessions. The purpose of the research was to ascertain if a separate lesson plan can be formulated to salvage the problematic issues facing the application of Essay, Tabular, Asei and TKT lesson plans in the teaching of cultural and creative arts subjects in schools. At the period of investigations, a new lesson plan called “Cucrart” was invented and experimented among the student-teachers as a way out to enhance effective teaching of cultural and creative arts in schools. Therefore, this paper is poised to introduce the methodical usage of Cucrart lesson plan to teachers who teach cultural and creative arts and government educational agencies for frontward classroom application and endorsement as a new lesson plan suitable for art subjects in Nigerian schools.

Keywords: *Cultural and Creative Arts, Evaluation and Teaching Method,, Lesson Plan, Teaching and Learning Situation, Teaching Strategy.*

Introduction

A lesson plan could be seen as a teaching blue-print or guide prepared to guide the teacher during teaching and learning situation. Osere (2019) defined lesson plan as a planned teaching guide or task for every subject teacher to achieve successes in delivering a lesson. In every teaching and learning situation, a lesson plan must exploit teaching strategies and other psychological elements before engaging the learners in a classroom or studio/stage setting. Nwuche et al., (2020) listed three basic needs for preparing an intending lesson by subject teacher:

- **Planning the Lesson:** to enhance effective teaching, writing of lesson plan and selecting relevant instructional materials are vital for the purpose of achieving the specific objectives at the end of the lesson;

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- **Executing the Lesson:** classroom or studio/space setting and application of entry behavior, set induction and content development are the requisites for executing an intending lesson;
- **Evaluation of the Lesson:** mental exercise for questions and answers between the teacher and learners are the attainment of learning objectives.

In addition to three basic needs, Osere (2019) adds that the teacher plans his lesson to attain the essence of specific objectives and methods of utilizing material resources and instructions that he or she presumed to achieve by the end of the lesson. That before the teacher achieves successes in delivering a lesson; he must consider five basic factors:

Reasons for Planning a Lesson before Teaching

Nwuche et al., (2020) outlined the following reasons:

1. To gather all necessary materials for the teaching of a new lesson. This means that the teacher takes enough time to select most appropriate materials and techniques in producing a new lesson;
2. To focus on relevant objectives of the lesson;
3. To make possible ways of achieving the best performance by the end of the lesson with exactitude;
4. To inculcate other approaches until coherent conclusion is attained between the teacher and the learners.
5. To assure teacher's confidence within the time frame devoid of mix ups or stress;
6. To guide the teacher out on; who to teach; class age, at what time, how to teach and how to utilize available teaching aids etc.

Meaning of Cucrart Lesson Plan

The name Cucrart is a combination of cultural arts and creative arts that are taught in primary and secondary schools, while Cucrart lesson plan is otherwise known as cultural and creative arts lesson plan, is a newly invented lesson plan type introduced to cushion the underperformance of tabular type, essay type, asej type and TKT type in resolving the difficulties of teaching art subjects. This is because the above mentioned lesson plans types fail to guide the art teachers on how to convey the learner with vigorous practical knowledge no matter the difficulties they may find themselves in studying cultural or creative arts in a school setting. However, Cucrart lesson plan type has the quality to interface with studio or stage art practice and reading, critiquing, display and exhibition etc.

Beside, Cucrart is seen as a practical-based lesson plan type intended to provide positive results through the following features which include: learners' and teacher's objectives, lesson main aim, expected learning difficulties and achievable solution. Other qualities are learning environment or location, teaching methods, lesson preparation and opening etc. Cucrart lesson plan also manage teacher/learner's activities, methods of evaluating the learner (writing essay, exploitation, critiquing or display and exhibition etc) and teacher and learner expectations etc than other lesson plan types due to its methodological qualities and values it has in handling practical oriented topics/subjects in the schools (Nwuche et al., 2022). Therefore, the teacher's approach using lesson plan to teach requires rudiments of teacher's teaching skill, attitude, and utilization of

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teaching apparatus. Thus, the approach must involve the teacher, learners, instructional materials or equipments, curriculum and scheme of work, lesson time-table, conducive learning environment (healthy classrooms, library, studio or theatre and gallery etc) and lesson plan etc. According to Nwuche et al., (2022), teaching as a human activity with variety of approach used to convey the learners reverberational skills, while the teacher using pedagogical task affordably considering the following factors:

1. The learners;
2. Selected topic;
3. Time location;
4. Class sizes and population;
5. Objective of the lesson;
6. Conducive theatre or studio (Ventilated space);
7. Available textbooks, tools, materials and equipment;
8. Teachers' readiness and competency in theory and practice.

Above all, the authors agreed that to achieve pedagogical task efficiently in practical-based topics, an art teacher must use a wealthy experience to negotiate with: agreeable teaching and learning procedure to suit an intended lesson or learners, getting the intended lesson done side by side using lesson plan and suitable teaching method to nurture learner's pace and understanding. These are teaching methods suitable for all practical-based topics:

- i. Team method;
- ii. Demonstration method;
- iii. Exploration method;
- iv. Project method;
- v. Play-way method;
- vi. Display and exhibition method;
- vii. Field-trip method etc.

Cucart Lesson Plan Format

Subject:.....

Topic:.....

Week:.....

Class Level:.....

Class Population:.....

Lesson Type:.....

Lesson Duration:.....

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Learner’s Objectives:

- 1:.....etc
- 2:.....etc
- 3:.....etc

Teacher’s Objectives:

- 1:.....etc
- 2:.....etc
- 3:.....etc

Lesson Main Aim(s)....:

Expected Learning Difficulty(ies):.....

Achievable Solution:.....

Learning Environment/Location:.....

Learning Materials/Art Media:.....

Teaching Method(s):.....

Lesson Preparation (Revision or Motivational tips):.....

Lesson Opening (Introducing the Topic):.....

Content Presentation(Full Teaching):

Step 1:

Step 2:

Step 3:.....
.....

Teacher’s Reinforcement Technique(s):.....
.....

Learner’s Participation:.....
.....

Skill Display/Exhibition (for studio art only):.....
.....

Evaluation/Critiquing:.....
.....

Learner’s Expectation:.....
.....

Teacher’s Expectation:.....
.....

Summary/Conclusion:.....
.....

Assignment (if any):.....
.....

Detailed format of Cucrart Lesson Plan

Subject: *Creative Arts*

Topic: *Painting 2-Dimensional Picture*

Week: *five*

Class Level: *Basic 9*

Class Population: *25 and above*

Lesson Type: *Studio Art Practice*

Lesson Duration: *80minutes (Double Period)*

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Learner's Objectives:

- 1: *To learn how to prepare clays, tools and surface for work*
- 2: *To learn how to make sketches on papers before working on the surface*
- 3: *To learn how to paint simple images on flat board*

Teacher's Objectives:

- 1: *To guide the learners how to prepare colors, tools and working the canvas surface*
- 2: *To instruct and correct simple sketches made by the learners*
- 3: *To teach the learners how to paint simple images with colors on a flat board*

Lesson Type Main Aim: *To expose painting techniques with variety of colors.*

Expected Learning Difficulty(ies):

1. *Lack of quality colors and painting tools and equipment*
2. *No conducive art studio to learn*
3. *Learners with undeveloped skill and very new to paint images with colors*

Achievable Solution: *Teacher to provide them enabling learning environment and Improvisation of tools, colors and space to work etc.*

Learning Environment/Location: *School building/classroom*

Learning Materials/Art Media: *colors, drawing board, bristle brushes/tools, wooden frame or flat board or canvas, water, palette board and knives, bowls etc*

Teaching Method(s): *Demonstration and exploration methods*

Lesson Preparation: *Teacher brings out already painted images on canvas and asks the learners to touch and feel them one another before starting the lesson, while asking the learners to wear coverall and be set to the learn*

Lesson Opening: *Teacher introduces his intending topic after explaining the meaning of image painting, its processes and purposes etc.*

Contents Development or Presentation:

Step 1: *Teacher brings out poster colors, brushes, water/bowls and other art tools before the learners are allowed to demonstrate how to prepare colors for onward painting. Teacher moves round the studio to supervise how the learners are progressing with their painting task*

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Step 2: *Teacher draws simple sketches on the chalkboard and allows the learners to make their own sketches before working on the surface with colors. Teacher ensures he goes round the studio to correct or approve best sketches performed by each learner.*

Step 3: *Teacher shows the learners different painting tools and their functions and then demonstrates how to paint simple images on plain surfaces with wet colors. Teacher allows the learners to express their skills, while he moves round the studio for guide until the end of the lesson or studio practice.*

Teacher's Reinforcement Technique(s): *Demonstration of physical skill and praises to discover or develop learner's potentials in painting*

Learner's Participation: *Freedom of self expression and follow up teacher's guide and instructions during the lesson.*

Skill Display/Exhibition: *Teacher stops learners from working; all finished works must be preserved at the end of the lesson by each owner while display/exhibition commences for critiquing and grading accordingly between the teacher and learners.*

Evaluation/Critiquing: *Teacher organizes two groups for critique and comments of learners' works/skills during the display as means to assessing learners' ability and the lesson's objectives.*

Learner's Expectation:

1. *Listening to gain new experience from the lesson*
2. *Demonstrating their skills more practically to attain new knowledge in painting*
3. *Preserving finished works for further referencing, critiques, grading and exhibition.*

Teacher's Expectation:

1. *Expecting new experience from the learners*
2. *Learning basic skills are demonstrating in the painting studio*
3. *Grouping, critiquing and grading are often allowed before lesson closure.*

Summary/Conclusion: *Closes the lesson after summarizing the processes of preparing the colors to wetting stage and paint simple images on flat surface etc.*

Assignment: *Painting of 2-dimensional of a dog to be submitted tomorrow morning*

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Other Lesson Plan Formats as approved by Government for Nigerian Schools

The Tabular Lesson Plan Format

Subject:.....
Class:.....
Class Size:.....
Class Age Average:.....
Period:.....
Duration:.....
Week.....:
Date:.....
Topic:.....

Specific Objectives:

- (1) **Cognitive Domain**
- (2) **Affective Domain**.....
- (3) **Psychomotor Domain**.....

Instructional Materials:.....

Entry Behavior (Previous Knowledge).....

Set Induction (Introduction):.....

Content Development (Procedure):

Content Development (CD)	Teaching Skill (TS)	Teacher’s Performance Activity (TPA)	Student’s Performance Activities (SPA)
Step 1			
Step 2			
Step 3			

Evaluation:.....

Conclusion:.....

Assignment:.....

Source: Osere (2019)

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The Essay Lesson Plan Format

Subject:.....

Class:.....

Class Size:.....

Class Age Average:.....

Period:.....

Duration:.....

Term and Week.....:

Date:.....

Topic:.....

Specific Objectives:

1:.....

2:.....

3:.....etc

Instructional Materials:.....

Entry Behavior (Previous Knowledge):.....

Set Induction (Introduction):.....

Content Development (Procedure):

Step 1:.....

Step 2:.....

Step 3:.....

Evaluation:

(1)?

(2)?

(3)?

Conclusion:.....

Assignment:.....

Source: Osere (2019)

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The TKT Lesson Plan Format

Subject:.....
Class:.....
Class Size:.....
Class Age Average:.....
Sex:.....
Period:.....
Duration:.....
Term and Week.....
Date:.....
Topic:.....

Main Aim:.....

Subsidiary Aims:.....

Personal Aim:.....

Entry Behavior:.....

Assumption:.....

Anticipation Problem:.....

Possible Solution:.....

Teaching Aids:.....

Interaction Pattern:.....

Step 1:.....
.....

Step 2:.....
.....

Step 3:.....

Evaluation (Learners):.....
.....

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Evaluation (Teacher):.....
.....

Assignment (Home Work):.....

Summary/Conclusion.....

Source: Osere (2019)

The Asei Lesson Plan Format

Class:.....

Sex:.....

Subject:.....

Theme:.....

Topic:.....

Sub-Topic:.....

Date:.....

Lesson Duration:.....

No of Learners:.....

Learning Objectives.....:
.....

Rationale.....

Pre-Requisite/previous Knowledge:.....
.....

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Learning Materials:.....

Reference Materials:.....

Stage	Teacher’s Activity	Learner’s Activity	Learning/Teaching Point
Introduction of new Topic (full class)			
Content Dev. Step 1			
Content Dev. Step 2			
Content Dev. Step 3			
Evaluation (full class)			
Summary and Conclusion			

Source: Osere (2019)

Quality of Cucrart Lesson Plan over Other Lesson Plan Types

1. It considers whom the teacher is to teach; class age, at what time and how and when to use teaching aids during teaching and learning situation etc.
2. It considers what the teacher will say, perform and evaluate (teacher’s activities);
3. It considers what the learner will say, perform and critique (learners’ activities);
4. It considers lesson type, availability of art learning environment and materials, tools or equipments that will be used to develop a lesson;
5. It considers intending lesson aims and teacher/learners objectives using cognitive, attitude/affective and psycho-motor domains;
6. It integrates the relationship between lesson aim and contents development to attain excellent lesson presentation;
7. It considers selection of teaching apparatus and methods of evaluating the learners;
8. It requires the teacher to indicate whether the intended lesson is a studio practice or theory type;
9. Lesson’s objectives provide sets of objectives that both learners and teacher will achieve at the end of the lesson;

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10. It breaks down learning difficulties that may affect the lesson and suggests solutions to challenges found during the lesson;
11. It assures the teacher to overcome mix-ups or stress during practical teaching;

Conclusion

This study has evaluated that lesson plan as a veritable instrument for teaching and learning, but considers Cucrart lesson plan as a blue-print for all practical teaching. It sees Cucrart lesson plan as a new model introduced for all classroom/studio art teachers in cultural and creative arts to cushion the persisting challenges in Tabular, Essay, Asei and TKT lesson plans types. This paper believes that using Cucrart lesson plan model will encourage the teachers to deeply embark on studio and stage art practices, field trips, display and exhibition, art education and creativity and more than ever. Therefore, this paper recommends Cucrart lesson plan type to teachers in cultural and creative arts and government; the stakeholders should accept to make absolute use of Cucrart lesson plan for all schools in Nigeria, as order to achieve fully the goals of vocational and technical education as established in the Nigeria National Policy in Education.

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