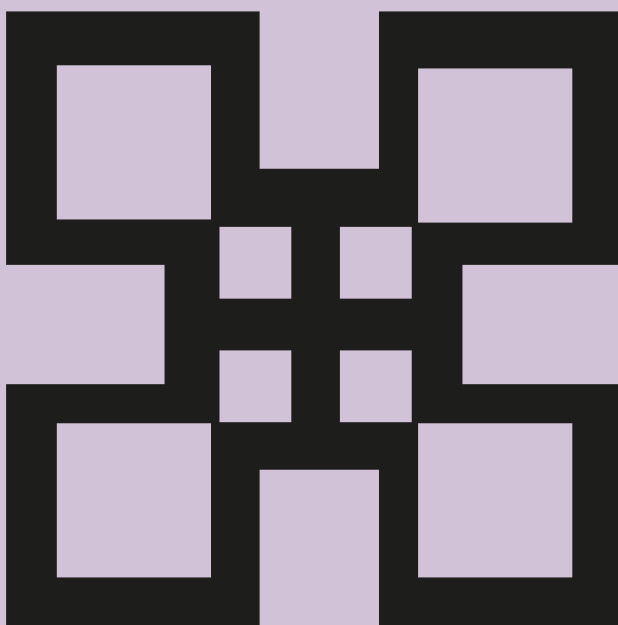


Professional Learning Community Handbook

Music

Year One



Ghana Education
Service (GES)



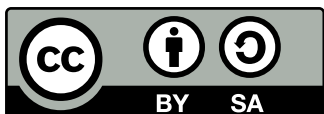
Professional Learning Community Handbook

Music

Year One



REPUBLIC OF GHANA



Published by the Ministry of Education, Ghana under Creative Commons Attribution 4.0 International License.

Contents

Foreword	v
Acknowledgements	vii
Link to APP	xi
PLC Session 0: Introduction to the Year One Professional Learning Community Handbook and the Subject Specific App	1
PLC Session 0.5: Using the Subject Specific App to deliver assessments at appropriate DoK levels	4
PLC Session 1: Traditional Musical Instruments in Ghanaian Communities	7
PLC Session 2: Functions of Traditional Music in Ghanaian Communities	10
PLC Session 3: Performative Elements and Structures in Traditional African Ensembles	14
PLC Session 4: Preparing for Student Transcript Portal Assessment – Group Project	18
PLC Session 5: Staff Lines, Clefs and Note Placement	21
PLC Session 6: Preparing for Mid-Semester Examination	25
PLC Session 7: Creating and Performing Simple Percussive Pieces	28
PLC Session 8: Performing Major and Minor Scales in Solfege	32
PLC Session 9: Indigenous Music Terms and Meanings	36
PLC Session 10: Western Music Terminologies in Musical Analysis	40
PLC Session 11: Preparing for Student Transcript Portal Assessment	44
PLC Session 12: Preparing for End of Semester Examination	47
PLC Session 13: Presentation of Selected Musical Pieces	50
PLC Session 14: Challenges Facing the Contemporary Music Industry	54
PLC Session 15: Career Opportunities and Business Prospects in the Music Industry	58

PLC Session 16: Developing a Basic Music Business Plan for Emerging Artists	62
PLC Session 17: Scale Degrees and Rhythmic Patterns from Dictation	66
PLC Session 18: Preparing for Mid-Semester Examination	70
PLC Session 19: Melodic Motifs for Choral Composition	73
PLC Session 20: Preparing for Student Transcript Portal Assessment – Individual Project	77
PLC Session 21: Mechanics and Construction of Four-Part Harmony	80
PLC Session 22: Four-Part Harmony of a 16-Bar Hymn – Part 1	84
PLC Session 23: Four-Part Harmony of a 16-Bar Hymn – Part 2	88
PLC Session 24: Preparing for End of Semester Examination	92
Appendix 1: Subject Specific App Teaching & Learning Apps – Issue Reporting Guide	95
Appendix 2: Learning Planner Template	100
Appendix 3: Teacher Lesson Observation Form	102
Appendix 4: How to check CPD Points and Training Records on Teacher Portal Ghana	108

Foreword

As Minister for Education, I am delighted to introduce this handbook on Professional Learning Communities (PLCs). The handbook provides practical guidance and resources for teachers to establish and sustain effective PLCs that will drive quality pedagogy and enhance learning outcomes.

Weekly Professional Learning Community (PLC) sessions are the backbone of this Government's commitment to continuous teacher development in every Senior High School. These PLC sessions enable teachers to come together to master the pedagogy, content and assessment needed to successfully implement Ghana's SHS curriculum.

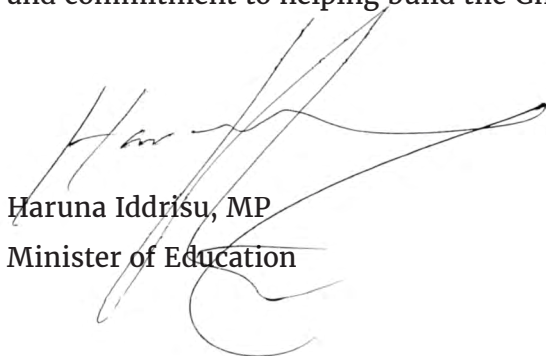
By fostering a culture of collaboration and continuous improvement through PLCs, teachers can enhance their understanding of the new SHS curriculum and effectively facilitate learning in the classroom. This will contribute to our country's resetting agenda by educating a generation of young people with the skills needed to progress to further studies, the world of work and adult life.

PLC sessions are critically important and should be treated with the utmost seriousness. Transforming our education system is a partnership between government, teachers, parents and learners. As teachers gain experience with the new curriculum and assessment regime, PLC sessions can also be tailored to discuss specific issues of concern as a group. It is important that teachers are heard and respected. We have listened to your concerns about PLCs and have factored this feedback into the new Year 2 Subject-Specific PLC Handbooks.

The Handbooks have been designed to be more flexible in structure than those for Year One. Each PLC Handbook is supported by a Subject-Specific App developed by the National Council for Curriculum and Assessment (NaCCA) linked to the revised curriculum. These Apps will help teachers to plan learning activities, assessments and differentiated learning. From our early interactions with teachers to develop and test these Apps we can see the level of excitement about their potential to save teachers time and improve their teaching and learning. These Ghanaian-owned Apps are the first of their kind at this scale anywhere in Africa, helping teachers save time and deliver lessons that truly meet the needs of every learner. I am confident that it will have a significant impact on our education system and ultimately benefit our students, teachers, and communities. All teachers are encouraged to embrace the principles and

practices outlined in this handbook and to work together to build strong, vibrant PLCs that promote enhanced learning outcomes.

I commend the authors and contributors for their tireless efforts in developing this valuable resource, which will enhance the quality of teaching and learning. Thank you to each one of you for your dedication and commitment to helping build the Ghana we want, together.

A handwritten signature in black ink, appearing to read 'Haruna Iddrisu', is written over a light blue rectangular background.

Haruna Iddrisu, MP
Minister of Education

Acknowledgements

Special thanks to Professor Samuel Ofori Bekoe, Director-General of the National Council for Curriculum and Assessment (NaCCA) and all who contributed to the successful writing of the Year Two Professional Learning Community Handbook.

The writing team was made up of the following members

NaCCA Team	
Name of Staff	Designation
Eric Amoah	Deputy Director-General, Technical Services
Ayuuba Sullivan	Senior Curriculum Development Officer
Stephen Acquah	Senior Curriculum Development Officer
Joseph Barwuah	Senior Instructional Resource Officer
Seth Nii Nartey	Corporate Affairs Officer
Alice Kuromah	Corporate Affairs Officer

	Subject	Name of Writer	Institution
1.	Additional Mathematics	Benedicta Ama Yekua Etuaful	Ogyeedom SHTS
2.	Agricultural Science	Issah Abubakari	Half-Assini SHS
3.	Agriculture	Prof Frederick Adzitey	University for Development Studies
4.	Arabic	Dr Mohammed Almu Mahaman	University for Development Studies
5.	Art and Design Foundation	Angela Owusu-Afriyie	Opoku Ware School
6.	Art and Design Studio	Benjamin Quarshie	Mampong Technical College of Education
7.	Automotive & Metal Technology	Kunkyuuri Philip	Kumasi SHTS

	Subject	Name of Writer	Institution
8.	Aviation and Aerospace Engineering	David Kofi Oppong	Kwame Nkrumah University of Science and Technology
9.	Biology	Jo-Ann Neequaye	Nyarkrom SHS
10.	Biomedical Science	Davidson N.K. Addo	
11.	Building Construction & Woodwork Technology	Isaac Buckman	Armed Forces SHS
12.	Business Management	Ansbert Avole Baba	Bolgatanga Senior High School, Winkogo
13.	Chemistry	Michael Amissah	St. Augustine's College
14.	Clothing and Textiles	Rev. Sr. Jusinta Kwakyewaa	St. Francis Senior High Technical School
15.	Computing	Osei Amankwa Gyampo	Wesley Girls SHS, Kumasi
16.	Design and Communication Technology	Henry Angmor Mensah	Anglican Senior High School, Kumasi
17.	Economics	Salitsi Freeman Etornam	Anlo Senior High School
18.	Electrical & Electronics Technology	Gilbert S. Odjamgba	Ziavi Senior High Technical School
19.	Engineering	Daniel Agbogbo	Kwabeng Anglican Senior High School
20.	English Language	Frico Hawa Belinda	Vittin SHS, Tamale
21.	Food and Nutrition	Ama Achiaa Afriyie	St Louis Senior High School

	Subject	Name of Writer	Institution
22.	French	Sylvanus Exornam Yao Doe	Agate Senior High School
23.	General Science	Robert Arhin	SDA SHS, Akyim Sekyere
24.	Geography	Prof Ebenezer Owusu Sekyere	University for Development Studies
25.	Ghanaian Language	Ebenezer Agyemang	Opoku Ware School
26.	Government	Josephine Gbagbo	Ngleshie Amanfrom SHS
27.	History	Prince Essiaw	Enchi College of Education
28.	Information Communication Technology	Raphael Senyo Dordoe	Ziavi Senior High Technical School
29.	Islamic Religious Studies	Karibu Soumana	Nmanwora Community Senior High School
30.	Literature-in-English	Blessington Dzah	Ziavi Senior High Technical School
31.	Management in Living	Grace Annagmeng Mwini	Tumu College of Education
32.	Manufacturing Engineering	Benjamin Atribawuni Asaaga	KNUST
33.	Mathematics	Collins Kofi Annan	Mando Senior High School
34.	Music	Prof. Emmanuel Obed Acquah	University of Education Winneba
35.	Performing Arts	Christopher Ampomah Mensah	Bolgatanga SHS, Winkogo
36.	Physical Education and Health (Core)	Ebenezer Ewiah-Quarm	Nkroful Agric Senior High School

Subject		Name of Writer	Institution
37.	Physical Education and Health (Elective)	Evans Asare Yeboah	Adisadel College
38.	Physics	Anum–Prempeh Gordon	Mfantsipim School
39.	Religious and Moral Education	Anthony Mensah	Abetifi College of Education
40.	Robotics	Isaac Nzoley	Wesley Girls High School
41.	Social Studies	Jemima Ayensu	Holy Child School
42.		Hadisa Esun Afful	Mozano College of Music
43.	Spanish	Christina Apretwum	University of Media, Art and Communication
44.	Technical Support	Eric Abban	Mt. Mary College of Education
45.		Edward Mills Dadson	
46.		Benjamin Sundeme	St. Ambrose College of Education
47.		Jennifer Fafa Narh	
48.		Perfect Quarshie	Mawuko Girls SHS
49.	Ghana Education Service	Faustina Graham	

Link to APP

Year One App



[https://www.playlab.ai/project/
cmd95bopy05rles0ukg4jo2p5](https://www.playlab.ai/project/cmd95bopy05rles0ukg4jo2p5)

PLC Session 0: Introduction to the Year One Professional Learning Community Handbook and the Subject Specific App

1.0 Introduction and Purpose of the Handbook (15 minutes)

The purpose of the Year One Professional Learning Community (PLC) Handbook is to support teachers to effectively deliver the new Senior High School (SHS) curriculum. This Handbook is accompanied by a Subject Specific App tailored to SHS curriculum. The App is designed to assist teachers with lesson planning, delivery and assessment. The Subject Specific App uses information directly from the following materials:

1. Curriculum
2. Teacher Manual
3. Learner Materials
4. Vision and Philosophy of the SHS curriculum
5. 21st century skills and competencies
6. National Teachers' Standards
7. West African Examinations Council Scheme of Assessment and Detailed Syllabus
8. Learning Planning Template
9. Teacher Assessment Manual and Toolkit
10. Socio Emotional Learning
11. National Values
12. Gender Equality and Social Inclusion (GESI), etc.

Learning Outcome (LO): To explore how the Subject Specific App can assist teachers with lesson planning, delivery and assessment (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Use the Subject Specific App to explore the Year Two Curriculum Materials (Teacher Manual and Learner Materials)

Learning Indicator (LI) 2: Discuss the advantages and disadvantages of using the Subject Specific App to design lessons and assessment strategies.

2.0 Exploring the Subject Specific App (65 minutes)

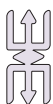
2.1 Scan the QR Code or use the link to access your Subject Specific App – <https://www.playlab.ai/project/cmd95bopy05rles0ukg4jo2p5>



2.2 Have a chat with the Subject Specific App (NTS 3j).

E.g.

- a. *Select a section and the number of lessons you have in a week to start the App*
- b. *Provide information about your class. For instance, the number of learners in your class, etc.*
- c. *Select a week you are interested in and continue chatting with your App*
- d. *Refer to your Teacher Manual and confirm the information provided by the App or otherwise*



Note

Always refer to your Teacher Manual to confirm the information the App provides.

2.3 Explore the following key areas using the App (NTS 2b, 2c, 2e and 3a–3q)

E.g.

a. Learning activities

I have a 60 minute lesson in a rural farming community in Lawra without enough tables and chairs. I can have my lesson outside the classroom if possible.

b. Assessments

Based on the recommended assessments for the week how can I assess my learners at level 2 at the end of the lesson. I want to give one question during the lesson and one at the end as homework

c. Differentiation strategies

There are two learners in wheelchairs. Another one cannot hear unless you speak very loudly. Finally, 5 learners are comfortable in the local language than in English. How can they be catered for in the lesson and assessment?

Hint



Remember to ask your App to help you add 21st Century Skills, National Values, GESI and SEL to your learning activities, assessment, etc., where applicable.

- 2.4** Share your experience with the larger group (NTS 3j).
- a.** two things you learnt using the App and how you plan to apply them.
 - b.** two advantages of using the App
 - c.** two disadvantages of using the App without the appropriate curriculum materials (e.g. Teacher Manual, etc.)

3.0 Reflection

- 3.1** Reflect and share your views on the session (NTS1a, 1b).
- 3.2** Remember to read PLC Session 0.5 and bring along your laptop in preparation for next week's session.

PLC Session 0.5: Using the Subject Specific App to deliver assessments at appropriate DoK levels

1.0 Introduction (10 minutes)

- 1.1** Read and discuss the purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session

Purpose: The purpose of this session is to refresh our knowledge and understanding of assessment in the SHS curriculum. WAEC's visits to schools show that teachers are generally doing well with setting assessment tasks at DoK Levels 1 and 2 but there are issues with Levels 3 and 4. This session will look at how the subject specific App can assist teachers in developing assessments at all DoK Levels.

Learning Outcome (LO): To strengthen teachers' skills and competencies in developing assessment tasks and items to reflect all the DoK Levels (NTS 3k, 3o-3p).

Learning Indicator (LI) 1: Use the subject specific App to develop assessments linked to the learning indicators and the required DoK levels.

Learning Indicator (LI) 2: Use the subject specific App to review existing assessments to check whether they are linked to the required Learning Indicators and DoK levels.

2.0 Planning and Delivering of Assessment using the Subject Specific App (65 minutes)

- 2.1** Open your App and have a chat with it.

E.g.

- a.** *Select a section and the number of lessons you have in a week to start the App*
- b.** *Provide information about your class. For instance, the number of learners in your class, etc.*

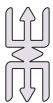
- c. *Select a week you are interested in and continue chatting with your App*
- d. *Refer to your Teacher Manual and confirm the information provided by the App or otherwise.*

2.2 Explore assessment using the App (NTS 3h, 3j and 3o–3q)

E.g.

Select Assessment

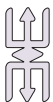
- a. *Look at the LIs for the week and select the appropriate DoK Level or Levels required for the week's lesson. For instance, 'the LI requires modelling, I would like to assess at level 3'*
- b. *Review the responses on the formats from your App, select any that meets your needs or continue chatting with your App to provide other assessment formats.*
- c. *Continue chatting with your App, for instance*
 - i. *'suggest 10 scenario based MCQs'*
 - ii. *'suggest level 3 task taking into consideration the learning activities and differentiation'*
 - iii. *Generate marking scheme for the task and add an explanation why an option is the right answer*



Note

Check that the MCQs are arranged alphabetically, vertically and the options are of similar length

- d. *Now repeat the process for different assessment strategies, for instance*
 - i. *Essay questions at level 3*
 - ii. *Case study questions at level 4*
 - iii. *3 week project task at level 4, etc.*



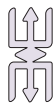
Note

You may select a different section or week for Activity 2.2d

2.3 Use the subject specific App to review the task or items you developed by having a chat with the App to provide justifications as to why the task is at DoK level 3 or 4 (NTS 3j, 3k, 3m 3o and 3p–3q).

E.g.

Explain why the tasks or items are at DoK level 3.

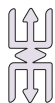


Note

You may repeat this for DoK levels 1, 2 or 4.

3.0 Using your subject specific App to explore one of the key assessment modes

- 3.1** Identify and select an assessment mode you found challenging in the last academic year and explore with your subject specific App how to use this assessment strategy effectively in your lesson delivery (NTS 3k).



Note

- i. *Chatting once may not be enough for the App to provide all that you may need for the tasks.*
- ii. *Remember to ask your App to help you add 21st Century Skills, National Values, GESI and SEL to your learning activities, assessment, etc., where applicable.*

- 3.2** Share your experience with the larger group (NTS 3j).
- a. two things you learnt using the App in developing assessments
 - b. how you plan to apply the experiences
 - c. any challenges you faced in using the App to develop assessments and how you addressed them

4.0 Reflection (15 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1b)

- 4.2** Remember to

- a. read PLC Session 1, Teacher Manual and related Learner Material (NTS 3a).
- b. Bring along your laptop, Teacher Manual and PLC Handbook on Week 1 in preparation for the next session (NTS 3a).

PLC Session 1: Traditional Musical Instruments in Ghanaian Communities

1.0 Introduction (10 minutes)

Read and discuss the purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

Purpose: The purpose of this session is to populate a learning planner for Week 1 using the subject-specific App to review the completed learning plan.

Learning Outcome (LO): To populate the learning planner on with essential questions, key notes on differentiation, learning activities and key assessments and to use the subject-specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner on week 1 using the subject specific App.

Learning Indicator (LI) 2: Enact an activity based on your learning plan.

2.0 Planning and Reviewing of Learning Plan (50 minutes)

Refer to your Teacher Manual and have a chat with your subject-specific App to develop your learning plan for Week 1 on “Describe various traditional musical instruments from Ghana and Africa and explain their roles within different musical forms and traditions” (NTS 3a-3q).

E.g.

i. **Learning activities**

Suggest learner-centred activities to help learners identify and explore Ghanaian traditional musical instruments and their functions

ii. Assessment tasks

Give assessment tasks that can help learners explain their findings on Ghanaian traditional musical instruments.

iii. Differentiation

Give differentiation strategies that can allow learners to choose how they present their understanding of the topic.

iv. Essential questions

Suggest essential questions that test learners' understanding of the playing techniques of traditional musical instruments to guide teaching and learning.

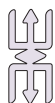
Note

- a. Chatting once may not be enough for the App to provide all that you may need for the tasks.
- b. Transfer the information from your SS App into your learning planner template to complete your plans. Click the link or scan the QR code to download the template <https://curriculumresources.edu.gh/wp-content/uploads/2025/09/Year-Two-Lesson-Planner-Template-20.docx>
- c. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.



3.0 Enactment (20 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c-3j).
- 3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a critical friend to observe your lesson in relation to PLC Session 1 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. Read PLC Session 2, Teacher Manual and related Learner Material (NTS 3a).
 - b. Bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. Identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 2: Functions of Traditional Music in Ghanaian Communities

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 1
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 2?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for week 2 on *Describe the social, religious and communal functions of traditional music within Ghanaian and African cultures, including how music reflects and influences cultural values and practices* using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 2 (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Give two essential questions can guide learners in exploring the social functions of traditional music.

ii. Differentiation

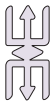
Provide differentiated approaches to guide slow learners and advanced learners to understand the lesson on social functions of traditional music in Ghana communities.

iii. Learning activities

Suggest learning activities that can help learners explore different occasions for performing traditional music across Ghana.

iv. Assessment tasks

Provide rubrics for assessing how musical traditions in Ghana fulfil social roles.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Learning activities

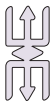
The learning plan is on the indicator “Describe the social, religious and communal functions of traditional music within Ghanaian and African cultures, including how music reflects and influences cultural values and practices” in relation to the Teacher Manual. The class is made up of 50 learners, including 22 females. Among them, 4 females and 5 males are identified as slow learners. Suggest possible improvements in the learning activities to better accommodate the class size, gender balance and varying learner abilities.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a) essential questions
- b) differentiation
- c) assessment tasks, etc.



Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

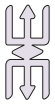
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).

3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).

3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 2 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** Read PLC Session 3, Teacher Manual and related Learner Material (NTS 3a).
- b.** Bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** Identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 3: Performative Elements and Structures in Traditional African Ensembles

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 2
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 3?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for week 3 on *Perform elements of a traditional African song or dance, highlighting the characteristic styles and structures of Ghanaian and African music* using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 3 on “Perform elements of a traditional African song or dance, highlighting the characteristic styles and structures of Ghanaian and African music.” (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Suggest essential questions that incorporate national values and SEN issues on the topic

ii. Differentiation

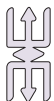
Give support strategies for learners who struggle to play timeline patterns and supporting rhythms.

iii. Learning activities

Include learning activities that deal with demonstration and guided practice techniques to aid practical learning skill acquisition.

iv. Assessment tasks

Develop assessment tasks that require learners to explain movement and drum patterns in traditional music performance.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint

Move to Activity 3.0



2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Essential Questions

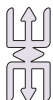
The learning plan focuses on the focal area “Practising elements of traditional music performance”. The class consists of 50 learners, including 11 slow learners. Review the essential questions in the plan and evaluate whether they are appropriate for the diverse learning needs of the class.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a) Learning activities
- b) differentiation
- c) assessment tasks, etc.



Note

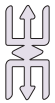
- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.

- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

- 2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).
- 3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 3 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. Read PLC Session 4, Teacher Manual and related Learner Material (NTS 3a).
 - b. Bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. Identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 4: Preparing for Student Transcript Portal Assessment – Group Project

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 3 that you
 - a. applied in your lesson delivery
 - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for week 4 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

Purpose: The purpose of this session is to use the subject-specific App to

- 1. review the completed learning plan for week 4
- 2. prepare assessment tasks and rubrics for Group Project

Learning Outcome (LO): To review the learning plan for week 4 and address any challenges in planning and developing assessment tasks for the Group Project (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Review the learning plan and address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Discuss, develop and review assessment tasks with rubrics for the Group Project.

2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your completed learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Differentiation

A class consists of 50 learners with 20 females and 30 males. Among them, three male learners are noticeably shy, and one female learner progresses at a slower pace. Review and revise the differentiated learning strategies outlined in the plan to determine whether they adequately address the class size and the diverse learning needs of the learners, including their varying levels of confidence and learning speeds.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

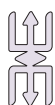
- a) essential questions
- b) learning activities
- c) assessment tasks, etc.

3.0 Prepare to Assign, Assess and Record for the Student Transcript Portal (50 minutes)

- 3.1** Refer to your Teacher Manual for the key assessment to be recorded in the Student Transcript Portal and have a chat with the subject-specific App to review or develop your assessment tasks and mark schemes/rubrics (NTS 2a–2c, 2e–2h and 3j–3q).

E.g.

Appendix A of the Teacher Manual explains the group performance project. Based on this, check the assessment task in the learning plan if it matches what learners are expected to do; if not, revise it to suit the specification in the teacher manual



Note

One prompt may not be enough for the App to provide all that you may need for the tasks

- 3.2** Have a chat with your App to verify the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the suggestions to refine the assessment tasks (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

E.g.

i. Task

Review the assessment tasks to cater for shy, slow learners in the class

ii. Mark scheme and score distribution

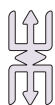
Review the rubric to ensure fairness and balance across all performance elements.

iii. Resources needed for assessment administration

Recommend resources that will assist learners in successfully completing the project.

iv. How to provide feedback

Suggest two ways peer feedback can be adapted for performance.



Note

Use the responses to refine your group assessment plan

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 4 to provide feedback on your lesson (NTS 1f, 1g).

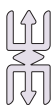
4.3 Remember to:

- a.** Mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).
- b.** Read PLC Session 5, Teacher Manual and related Learner Material (NTS 3a).
- c.** Bring along your Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** Identify areas you found challenging in your teaching and administration of the assessment for discussion during the next session.

PLC Session 5: Staff Lines, Clefs and Note Placement

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 4
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 5?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A



Hint

You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for week 5 on *Identify and notate basic music symbols, including staff lines, clefs, and notes in different positions* using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 5 on “Identify and notate basic music symbols, including staff lines, clefs, and notes in different positions” (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Give essential questions to help learners notate basic music symbols on the staff.

ii. Differentiation

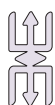
Suggest peer differentiation strategies to include in the learning plan to support shy or struggling learners

iii. Learning activities

Give learning activities that give learners hands-on experience with basic symbols on the staff.

iv. Assessment tasks

Give assessment tasks that assist learners to put basic music symbols on the staff/stave.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Differentiation

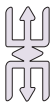
The class comprises 50 learners, 20 females and 30 males. Among them, four male learners exhibit noticeable shyness, while five female learners progress at a slower pace. Review the differentiated learning strategies outlined in the plan to assess and accommodate the class size and the diverse learning needs, particularly in terms of learner confidence and varying learning speeds of learners

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a) essential questions
- b) learning activities
- c) assessment tasks, etc.



Note

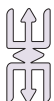
- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

- 2.2** Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

- 3.1** Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).
- 3.2** Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3** Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1b).
- 4.2** Identify a colleague to observe your lesson in relation to PLC Session 5 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3** Remember to:
 - a.** Read PLC Session 6, Teacher Manual and related Learner Material (NTS 3a).
 - b.** Bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c.** Identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 6: Preparing for Mid-Semester Examination

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 5 that you
 - a. applied in your lesson delivery
 - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for week 6 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

Purpose: The purpose of this session is to use the subject-specific App to

1. review the completed learning plan for week 6
2. prepare assessment tasks and rubrics for end of semester examination

Learning Outcome (LO): To review the learning plan for week 6 and address any challenges in planning and developing assessment tasks for the mid-semester examination (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Review the learning plan and address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Discuss, develop and review assessment tasks with rubrics for the mid-semester examination.

2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Learning activities

Learning plan focuses on notation of basic symbols on the staff. It is designed for a class of 50 learners, including 10 identified as slow learners. The developed learning activities are in alignment with the Teacher Manual. Suggest how to further adapt or enhance these activities to suit both the class size and the varied ability levels of learners.



Hint

Continue chatting with your App to verify the following and use the responses to complete your plan

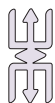
- a) essential questions
- b) differentiation
- c) assessment tasks, etc.

3.0 Prepare for Mid-Semester Examination (50 minutes)

- 3.1** Refer to your Teacher Manual for the format of the end of semester examination and use the subject-specific App to review or develop your assessment tasks, mark schemes/rubrics, etc. (NTS 2a-2c, 2e-2h and 3j-3q).

E.g.

From the Teacher Manual, the mid-semester examination should consist of 35 multiple-choice questions and 3 essay questions, from which learners will select one to answer. The total duration of the exam is 80 minutes, and it should cover learning indicators from Weeks 1 to 5. Suggest multiple-choice and essay questions, along with an appropriate marking rubric, in line with these guidelines.



Note

In preparing for mid-semester examination, one prompt may not be enough for the App to provide all you need (DoK levels, structure, distribution across DoK levels, etc.)

- 3.2** Have a chat with your App to review the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the review to refine the responses to complete the set questions (NTS 1a, 2b, 2c and 3e-3q). In doing this activity, consider:

E.g.

i. Whether the assessment tasks generated follow 30%, 40%, 30% DoK distribution

Review assessment tasks to properly match the distribution of the multiple-choice questions, following 30% DoK level 1, 40% DoK level 2 and 30% DoK level 3 and 4

ii. Mark scheme and score distribution

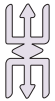
Review the mark scheme to ensure that the distribution between the multiple-choice and essay components is fair and consistent with assessment guidelines.

iii. Resources needed for assessment administration

Suggest resources needed to prepare and ensure that the Week 6 mid-semester is well organised

iv. How to provide feedback

Recommend two formative feedback strategies that will be appropriate to use after the exam to guide learners in reflecting on their strengths and areas for growth.



Note

Use the responses to complete your plan

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 6 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** Mark, record and upload your learners' assessment scores in the Student Transcript Portal.
- b.** Read PLC Session 7, Teacher Manual and related Learner Material (NTS 3a).
- c.** Bring along your Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** Identify areas you found challenging in your planning and administering of the assessment for discussion during the next session.

PLC Session 7: Creating and Performing Simple Percussive Pieces

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 6
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 7?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for week 7 on *Construct and perform scales (major and minor) and use solfege syllables to sight-sing simple melodies accurately* using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 7 on “Construct and perform scales (major and minor) and use solfege syllables to sight-sing simple melodies accurately”. (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Give two essential questions that connect construction of major scales in music.

ii. Differentiation

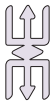
What teaching differentiation strategies can help shy or struggling learners participate confidently scale writing and singing of solfege

iii. Learning activities

Suggest examples of project-based learning activities for learners to construct major and minor scales.

iv. Assessment tasks

Give assessment tasks that assess both the process and the final product in the scale writing skills.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Differentiation

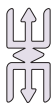
I have a class of 50 learners with nine slow learners. Review the differentiated learning strategies outlined in the plan to address the class size and the diverse learning experiences of the learners

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a) essential questions
- b) learning activities
- c) assessment tasks, etc.



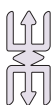
Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

- 2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).
- 3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 7 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. Read PLC Session 8, Teacher Manual and related Learner Material (NTS 3a).
 - b. Bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. Identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 8: Performing Major and Minor Scales in Solfege

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 7
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 8?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint

You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for week 8 on *Construct and perform scales (major and minor) and use solfege syllables to sight-sing simple melodies accurately* using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

2. 1 Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 8 on “Construct and perform scales (major and minor) and use solfege syllables to sight-sing simple melodies accurately” (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Give 2 essential questions that can connect the performance of minor scales

ii. Differentiation

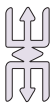
Suggest differentiation strategies to tailor group work to challenge advanced learners while supporting slow learners

iii. Learning activities

Suggest collaborative learning activities where learners prepare and perform major and minor scales.

iv. Assessment tasks

Suggest assessment tasks for assessing creativity in major and minor scale construction and performance



Note

- i.** *Chatting once may not be enough for the App to provide all that you may need for the tasks*
- ii.** *Transfer the information from your SS App into your learning planner template to complete your plans.*
- iii.** *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Learning activities

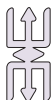
The class comprises 45 learners, including 15 females and 30 males. Among them, five female learners and three male learners demonstrate slower learning progress. Review the learning activities to effectively incorporate the recommended pedagogical exemplars that adequately address the diverse learning needs of the class

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a) essential questions
- b) differentiation
- c) assessment tasks, etc.



Note

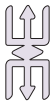
- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.

- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

- 2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).
- 3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 8 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. Read PLC Session 9, Teacher Manual and related Learner Material (NTS 3a).
 - b. Bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. Identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 9: Indigenous Music Terms and Meanings

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 8
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 9?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for week 9 on “Identify and explain basic terminologies used in Western music and their significance in musical communication” using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 9 on “Identify and explain basic terminologies used in Western music and their significance in musical communication” (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Suggest essential questions to guide learners to use indigenous musical terms to preserve Ghana’s musical heritage after the lesson

ii. Differentiation

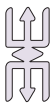
Suggest ways learners can be grouped or paired to encourage peer support and inclusive participation.

iii. Learning activities

Suggest activities that can help learners create a class glossary or poster presentation of terms from different ethnic traditions.

iv. Assessment tasks

Give assessment tasks that can measure the expected outcome of the lesson.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Learning activities

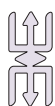
A class is made up of 45 learners, 5 require additional support due to a slower learning pace. Review the learning activities to effectively incorporate the recommended pedagogical exemplars to cater for the diverse learning needs in the class.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a) essential questions
- b) differentiation
- c) assessment tasks, etc.



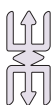
Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

- 2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).
- 3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 9 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. Read PLC Session 10, Teacher Manual and related Learner Material (NTS 3a).
 - b. Bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. Identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 10: Western Music Terminologies in Musical Analysis

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 9
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 10?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for week 10 on *Identify and explain basic terminologies used in Western music and their significance in musical communication* using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

2.1 Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 10 on “Identify and explain basic terminologies used in Western music and their significance in musical communication ” (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Suggest essential questions that help learners to apply Western music terms when analyzing music.

ii. Differentiation

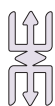
Give differentiated strategies to support learners unfamiliar with Western languages and its related terms in music

iii. Learning activities

Suggest classroom activities that will allow learners use Western music terms to describe songs, performances or instruments.

iv. Assessment tasks

Develop summative assessments for learners to apply Western music terms accurately in a real or simulated context



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Differentiation

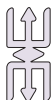
My class consists of 60 learners, of whom 10 struggle with written language proficiency, and approximately 30% come from rural backgrounds. Review the differentiated learning strategies in the plan that can effectively address the class size and accommodate the diverse learning needs and speed of learners

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a) essential questions
- b) learning activities
- c) assessment tasks, etc.



Note

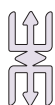
- i. *Chatting once may not be enough for the App to provide all that you may need for the tasks*
- ii. *Transfer the information from your SS App into your learning planner template to complete your plans*

- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

- 2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).
- 3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 10 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. Read PLC Session 11, Teacher Manual and related Learner Material (NTS 3a).
 - b. Bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. Identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 11: Preparing for Student Transcript Portal Assessment

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 10 that you
 - a. applied in your lesson delivery
 - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for week 11 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

Purpose: The purpose of this session is to use the subject-specific App to

1. review the completed learning plan for week 11
2. prepare assessment tasks and rubric for Portfolio

Learning Outcome (LO): To review the learning plan for week 11 and address any challenges in planning and developing assessment tasks for the Portfolio (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Review the learning plan and address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Discuss, develop and review assessment tasks with rubric for the Portfolio.

2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your completed learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Learning activities

Review the learning activities to determine whether they adequately integrate the pedagogical exemplars recommended in the teacher manual



Hint

Continue chatting with your App to verify the following and use the responses to complete your plan

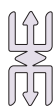
- a) differentiation
- b) essential questions
- c) assessment tasks, etc.

3.0 Prepare to Assign, Assess and Record for the Student Transcript Portal (50 minutes)

- 3.1** Refer to your Teacher Manual for the key assessment to be recorded in the Student Transcript Portal and have a chat with the subject-specific App to review or develop your assessment tasks and mark schemes/rubrics (NTS 2a–2c, 2e–2h and 3j–3q).

E.g.

Appendix B of the Teacher Manual provides the Portfolio Scoring sheet for individual learners. Please review the listed assessment items for portfolio to determine whether they appropriately align with the learning outcome.



Note

One prompt may not be enough for the App to provide all that you may need for the tasks

- 3.2** Have a chat with your App to verify the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the suggestions to refine the assessment tasks (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

E.g.

i. Task

Revise the portfolio task to clearly outline what learners are expected to present.

ii. Mark scheme and score distribution

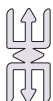
Review marks distributed to reflect the weight of each section in the portfolio

iii. Resources needed for assessment administration

Give resources needed to effectively administer the portfolio.

iv. How to provide feedback

Suggest written or oral feedback for learners



Note

Use the responses to refine your portfolio assessment plan

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 11 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** Mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).
- b.** Read PLC Session 12, Teacher Manual and related Learner Material (NTS 3a).
- c.** Bring along your Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** Identify areas you found challenging in your teaching and administration of the assessment for discussion during the next session.

PLC Session 12: Preparing for End of Semester Examination

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 11 that you
 - a. applied in your lesson delivery
 - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for week 12 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

Purpose: The purpose of this session is to use the subject-specific App to

1. review the completed learning plan for week 12
2. prepare assessment tasks and rubrics for end of semester examination

Learning Outcome (LO): To review the learning plan for week 12 and address any challenges in planning and developing assessment tasks for the end of semester examination (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicator (LI) 1: Review the learning plan and address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Discuss, develop and review assessment tasks with rubrics for the end of semester examination.

2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Assessment Tasks

Suggest ways to enhance assessment tasks to effectively meet the varied ability levels of my learners.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

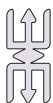
- a) learning activities
- b) differentiation
- c) essential questions, etc.

3.0 Prepare for End of Semester Examination (50 minutes)

- 3.1** Refer to your Teacher Manual for the format of the end of semester examination and use the subject-specific App to review or develop your assessment tasks, mark schemes/rubrics, etc. (NTS 2a–2c, 2e–2h and 3j–3q).

E.g.

The end of semester examination should consist of 40 multiple-choice questions and 5 essay questions for DoK Levels 2, 3 and 4. The exam will assess content covered from Weeks 1 to 11 and should be completed within 105 minutes. Suggest examination questions based on these guidelines.



Note

In preparing for end of semester examination, one prompt may not be enough for the App to provide all you need (DoK levels, structure, distribution across DoK levels, etc.)

- 3.2** Have a chat with your App to review the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the review to refine the responses to complete the set questions (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

E.g.

i. Whether the assessment tasks generated follow 30%, 40%, 30% DoK distribution

Review MCQs are distributed to follow 30% DoK level 1, 40% DoK level 2 and 30% DoK level 3 across the weeks

ii. Mark scheme and score distribution

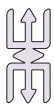
Review mark allocation to verify that the weighting of the multiple-choice and essay sections is balanced and aligns with the assessment guidelines.

iii. Resources needed for assessment administration

Suggest resources needed to prepare and ensure that the end of semester exam is well organised and runs smoothly

iv. How to provide feedback

Suggest post-exam feedback methods that will help learners understand their performance and plan on how to improve.



Note

Use the responses to complete your plan

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 12 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** Mark, record and upload your learners' assessment scores in the Student Transcript Portal.
- b.** Read PLC Session 13, Teacher Manual and related Learner Material (NTS 3a).
- c.** Bring along your Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** Identify areas you found challenging in your planning and administering of the assessment for discussion during the next session.

PLC Session 13: Presentation of Selected Musical Pieces

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 12
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 13?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for week 13 on *Prepare the piece, rehearse, evaluate, refine, and present before a jury or in concert, and record the performance* using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 13 on “Prepare the piece, rehearse, evaluate, refine, and present before a jury or in concert, and record the performance” (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Give essential questions to ensure that learners can reflect on preparation, discipline and interpretation of solo and ensemble performances

ii. Differentiation

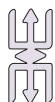
Suggest strategies that can accommodate learners from different language or cultural backgrounds.

iii. Learning activities

Provide learning activities that will allow learners to revise performance pieces based on feedback

iv. Assessment tasks

Suggest performance criteria assessment tasks that will be best to assess learners during rehearsal and final presentation?



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Learning activities

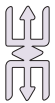
Suggest learning activities that allow individual learners practise, rehearse and perform their solo instruments as part of an ensemble throughout the semester.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a) essential questions
- b) differentiation
- c) assessment tasks, etc.



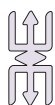
Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

- 2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).
- 3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 13 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. Read PLC Session 14, Teacher Manual and related Learner Material (NTS 3a).
 - b. Bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. Identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 14: Challenges Facing the Contemporary Music Industry

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 13
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 14?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for week 14 on *Discuss key challenges in the music industry, such as issues related to copyright, streaming revenue, competition and technological disruption* using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 14 on “Discuss key challenges in the music industry, such as issues related to copyright, streaming revenue, competition and technological disruption” (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Give essential questions to guide teaching and learning that cover challenges in the contemporary music industry.

ii. Differentiation

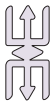
Provide differentiation strategies to guide teaching and learning on key challenges that confront the contemporary Ghanaian music industry.

iii. Learning activities

Suggest two activities that address the pedagogical exemplars in the teacher manual.

iv. Assessment tasks

Give assessment tasks that engage learners in structured games to develop their critical thinking, communication and social skills in copyright issues.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Assessment tasks

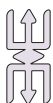
Review the assessment tasks to ensure they are appropriately tailored to meet the learning needs of all learners.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a) essential questions
- b) differentiation
- c) learning activities, etc.



Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

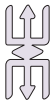
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).

3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).

3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 14 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** Read PLC Session 15, Teacher Manual and related Learner Material (NTS 3a).
- b.** Bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** Identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 15: Career Opportunities and Business Prospects in the Music Industry

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 14
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 15?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for week 15 on *Describe various career paths and business opportunities within the music industry* using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 15 on “Describe various career paths and business opportunities within the music industry” (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Suggest essential questions that will guide learners to understand career opportunities in the music industry for national development

ii. Differentiation

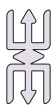
Give assessment tasks that would help advanced learners in exploring music careers and business opportunities

iii. Learning activities

Design learning activities that will ensure collaborative learning among learners

iv. Assessment tasks

Suggest an assessment task that will make learners research about any chosen professional in music and make a presentation.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

Purpose : To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Essential Questions

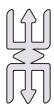
Review the essential questions in the plan to align with the diverse learning needs and levels of understanding among the learners.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a) assessment tasks
- b) differentiation
- c) learning activities, etc.



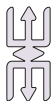
Note

- i. *Chatting once may not be enough for the App to provide all that you may need for the tasks*
- ii. *Transfer the information from your SS App into your learning planner template to complete your plans.*
- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

- 2.2** Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.3** Share your experience with the group.

3.0 Enactment (25 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).
- 3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 15 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. Read PLC Session 16, Teacher Manual and related Learner Material (NTS 3a).
 - b. Bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. Identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 16: Developing a Basic Music Business Plan for Emerging Artists

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 15
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 16?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for week 16 on *Create a basic music business plan, outlining their vision, target audience, marketing strategy and financial projections* using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 16 on “Create a basic music business plan, outlining their vision, target audience, marketing strategy and financial projections” (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Give essential questions that will help learners create business plan for music production.

ii. Differentiation

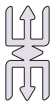
Give differentiated teaching strategies that will support diverse learners in applying their knowledge to create business plan in context

iii. Learning activities

Give learning activities that will allow learners explore real-world examples of music entrepreneurship

iv. Assessment tasks

Suggest assessment strategies that will help learners apply their entrepreneurial skills in music business.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Essential Questions

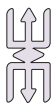
The class comprises 50 learners, including 11 identified as slow learners. Review the essential questions in the learning plan to guide teaching and learning on creating music business plans.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a) assessment tasks
- b) differentiation
- c) learning activities, etc.



Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

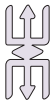
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).

3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).

3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 16 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** Read PLC Session 17, Teacher Manual and related Learner Material (NTS 3a).
- b.** Bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** Identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 17: Scale Degrees and Rhythmic Patterns from Dictation

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 16
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 17?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for week 17 on *Identify, notate and describe scale degrees and rhythmic patterns from dictation* using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 17 on “Identify, notate and describe scale degrees and rhythmic patterns from dictation” (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Give essential questions that will help learners to listen, recognise and notate scale degrees from dictation.

ii. Differentiation

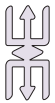
Suggest differentiated strategies to support rural background learners and advanced learners

iii. Learning activities

Give learning activities to help learners recognize and notate the combination of melodic and rhythmic dictation

iv. Assessment tasks

Suggest assessment tasks that measure learners’ ability to recognise and describe different melodies and rhythms



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Assessment Task

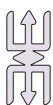
Suggest assessment tasks that effectively address the learning outcome outlined in the Teacher Manual, taking into account the diverse experiences and learning needs of 11 slow learners.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a) essential questions
- b) differentiation
- c) learning activities, etc.



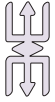
Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

- 2.2** Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.3** Share your experience with the group.

3.0 Enactment (25 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).
- 3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 17 to provide feedback on your lesson (NTS 1f, 1g).
- 3.3 Remember to:
 - a. Read PLC Session 18, Teacher Manual and related Learner Material (NTS 3a).
 - b. Bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. Identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 18: Preparing for Mid-Semester Examination

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 17 that you
 - a. applied in your lesson delivery
 - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for week 18 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

Purpose: The purpose of this session is to use the subject-specific App to

1. review the completed learning plan for week 18
2. prepare assessment tasks and rubrics for end of semester examination

Learning Outcome (LO): To review the learning plan for week 18 and address any challenges in planning and developing assessment tasks for the mid-semester examination (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Review the learning plan and address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Discuss, develop and review assessment tasks with rubrics for the mid-semester examination.

2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Differentiation

Suggest differentiation learning strategies to help 11 slow learners understand the concept of call-and-response structure in music.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

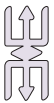
- a) essential questions
- b) learning activities
- c) assessment tasks, etc.

3.0 Prepare for Mid-Semester Examination (50 minutes)

- 3.1** Refer to your Teacher Manual for the format of the mid-semester examination and use the subject-specific App to review or develop your assessment tasks, mark schemes/rubrics, etc. (NTS 2a–2c, 2e–2h and 3j–3q).

E.g.

As outlined in the Teacher Manual, the mid-semester examination should include 35 multiple-choice questions and 3 essay questions. The exam should last for 80 minutes and assess learning indicators covered from Weeks 13 to 17. Suggest multiple-choice and essay questions, together with a suitable marking rubric, in accordance with these requirements.



Note

In preparing for mid-semester examination, one prompt may not be enough for the App to provide all you need (DoK levels, structure, distribution across DoK levels, etc.)

- 3.2** Have a chat with your App to review the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the review to refine the responses to complete the set questions (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

E.g.

- i. **Whether the assessment tasks generated follow 30%, 40%, 30% DoK distribution**

Revise MCQs generated to follow the distribution: Dok level 1(10 questions), DoK level 2 (15 questions) and DoK levels 3 and 4 (10 questions).

ii. Mark scheme and score distribution

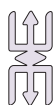
Give the mark scheme/ rubric for MCQs generated.

iii. Resources needed for assessment administration

Suggest resources needed for the effective administration of mid-semester exams.

iv. How to provide feedback

Give 3 written and oral feedback to help them understand areas for improvement



Note

Use the responses to complete your plan

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 18 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** Mark, record and upload your learners' assessment scores in the Student Transcript Portal.
- b.** Read PLC Session 19, Teacher Manual and related Learner Material (NTS 3a).
- c.** Bring along your Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** Identify areas you found challenging in your planning and administering of the assessment for discussion during the next session.

PLC Session 19: Melodic Motifs for Choral Composition

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 18
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 19?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for week 19 on *Create an idiomatic melodic motif for a vocal work and develop this into an extended phrase using variation techniques* using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 19 on “Create an idiomatic melodic motif for a vocal work and develop this into an extended phrase using variation techniques” (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Suggest essential questions that can encourage cultural comparison in choral music settings

ii. Differentiation

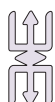
Suggest differentiation strategies to help advanced learners in developing extended melodic motifs for eventual larger choral music composition.

iii. Learning activities

Give engaging learning activities that will help learners explore varied ways of creating motifs for choral music composition.

iv. Assessment tasks

Give assessment tasks that allow learners to demonstrate understanding of choral setting and composition in cultural context



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Differentiation

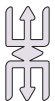
The class comprises 50 learners, including 16 Christians, 6 Muslims and others belonging to various or unspecified religious backgrounds. Suggest differentiated learning activities that are sensitive to these religious identities, particularly in relation to creating motifs for choral music.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a) essential questions
- b) assessment tasks
- c) learning activities, etc.



Note

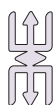
- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.

- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

- 2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).
- 3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 19 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. Read PLC Session 20, Teacher Manual and related Learner Material (NTS 3a).
 - b. Bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. Identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 20: Preparing for Student Transcript Portal Assessment – Individual Project

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 19 that you
 - a. applied in your lesson delivery
 - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for week 20 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

Purpose: The purpose of this session is to use the subject-specific App to

1. review the completed learning plan for week 20
2. prepare assessment tasks and rubric for Individual Project

Learning Outcome (LO): To review the learning plan for week 20 and address any challenges in planning and developing assessment tasks for the Individual Project (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicator (LI) 1: Review the learning plan and address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Discuss, develop and review assessment tasks with rubric for the Individual Project.

2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your completed learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Essential Questions

Review essential questions to guide 11 slow learners to create idioms for instrumental music.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

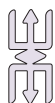
- a) differentiation
- b) learning activities
- c) assessment tasks, etc.

3.0 Prepare to Assign, Assess and Record for the Student Transcript Portal (50 minutes)

- 3.1** Refer to your Teacher Manual for the key assessment to be recorded in the Student Transcript Portal and have a chat with the subject-specific App to review or develop your assessment tasks and mark schemes/rubrics (NTS 2a–2c, 2e–2h and 3j–3q).

E.g.

The individual project is a composition task where each learner selects an instrumental idiom of their choice (atEnt&bEn, drums, piano, strings, or any other familiar instrument). Learners are expected to use at least, three musical parameters (eg. 6/8 metre, key of G major, choosing theme on nature, etc.) to compose 4–8 bars melodies for their chosen instruments.



Note

One prompt may not be enough for the App to provide all that you may need for the tasks

- 3.2** Have a chat with your App to verify the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the suggestions to refine the assessment tasks (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

E.g.

- i. **Task**

Review assessment tasks to clearly ask learners to explain their creative choices briefly

ii. Mark scheme and score distribution

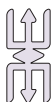
Suggest ways to fairly distribute marks across all the components in the task

iii. Resources needed for assessment administration

Suggest resources to help learners who have special educational needs to complete the task effectively.

iv. How to provide feedback

Suggest both oral and written feedback to help learners improve upon their project



Note

Use the responses to refine your Individual Project assessment plan

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 20 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** Mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).
- b.** Read PLC Session 21, Teacher Manual and related Learner Material (NTS 3a).
- c.** Bring along your Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** Identify areas you found challenging in your teaching and administration of the assessment for discussion during the next session.

PLC Session 21: Mechanics and Construction of Four-Part Harmony

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 20
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 21?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for week 21 on *Investigate the mechanics of the construction, and realisation of a four-part harmonic phrase* using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 21 on “Investigate the mechanics of the construction, and realisation of a four-part harmonic phrase” (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Give three essential questions that will help learners to construct chords for building harmony in music.

ii. Differentiation

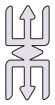
Suggest differentiation strategies to guide 11 slow learners to construct major triads using given major keys.

iii. Learning activities

Develop hands-on and engaging activities that will help learners apply voice-leading principles in harmony.

iv. Assessment tasks

Develop assessment tasks that allow learners to apply conventional rules in music harmony.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Learning Activities

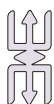
Suggest learning activities that are more inclusive and cater for both advanced, intermediate and slow learners in the class.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a) essential questions
- b) assessment tasks
- c) Differentiation, etc.



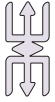
Note

- i. *Chatting once may not be enough for the App to provide all that you may need for the tasks*
- ii. *Transfer the information from your SS App into your learning planner template to complete your plans.*
- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

- 2.2** Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.3** Share your experience with the group.

3.0 Enactment (25 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).
- 3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 21 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. Read PLC Session 22, Teacher Manual and related Learner Material (NTS 3a).
 - b. Bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. Identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 22: Four-Part Harmony of a16-Bar Hymn – Part 1

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 21
- the challenges you faced
 - how you addressed them
- 1.2 Have you developed your learning plan for week 22?
- If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for week 22 on *Utilise four-part harmony mechanics for the construction and realisation of a 16-bar hymn* using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 22 on “Utilise four-part harmony mechanics for the construction and realisation of a 16-bar hymn” (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Suggest two essential questions. One for learners to think critically about the application of the conventional rules in harmony and one for teaching strategies.

ii. Differentiation

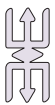
Suggest differentiation strategies to guide both slow and advanced learners in using inversions and doubling in their hymn creations.

iii. Learning activities

Give practical learning activities that can help learners apply inversions and doubling in creating hymns.

iv. Assessment tasks

Develop assessment tasks that allow learners to demonstrate their ability to use voice leading and inversions in arranging for Soprano, Alto, Tenor and Bass (SATB) parts.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Learning activities

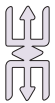
This is a Harmony class of 50 learners, including 11 identified as slow learners. Review the pedagogical activities to address the diverse learning needs in the class.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a) essential questions
- b) assessment tasks
- c) Differentiation, etc.



Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

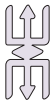
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).

3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).

3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 22 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** Read PLC Session 23, Teacher Manual and related Learner Material (NTS 3a).
- b.** Bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** Identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 23: Four-Part Harmony of a 16-Bar Hymn – Part 2

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 22
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 23?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for week 23 on *Utilise four-part harmony mechanics for the construction and realisation of a 16-bar hymn* using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 23 on “Utilise four-part harmony mechanics for the construction and realisation of a 16-bar hymn” (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Suggest essential questions that encourage critical thinking and self-discipline in choral music writing

ii. Differentiation

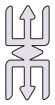
Give differentiated strategies to support learners who are less familiar with the use of chords and inversions

iii. Learning activities

Suggest engaging learning activities to help learners develop score (sheet) for choral music creation.

iv. Assessment tasks

Develop two varied assessment tasks to assess learners' progress in harmony



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Essential Questions

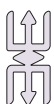
Review the essential questions in the plan to guide learning as learners connect harmony to emotion, musical style and creative choices in composition.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a) Learning activities
- b) assessment tasks
- c) Differentiation, etc.



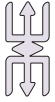
Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

- 2.2** Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.3** Share your experience with the group.

3.0 Enactment (25 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).
- 3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 23 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. Read PLC Session 24, Teacher Manual and related Learner Material (NTS 3a).
 - b. Bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. Identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 24: Preparing for End of Semester Examination

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 23 that you
 - a. applied in your lesson delivery
 - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for week 24 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

Purpose: The purpose of this session is to use the subject-specific App to

1. review the completed learning plan for week 24
2. prepare assessment tasks and rubrics for end of semester examination

Learning Outcome (LO): To review the learning plan for week 24 and address any challenges in planning and developing assessment tasks for the end of semester examination (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicator (LI) 1: Review the learning plan and address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Discuss, develop and review assessment tasks with rubrics for the end of semester examination.

2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Essential Questions

Suggest essential questions to guide learners to appreciate performances through analysis

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

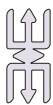
- a) learning activities
- b) differentiation
- c) assessment tasks, etc.

3.0 Prepare for End of Semester Examination (50 minutes)

- 3.1** Refer to your Teacher Manual for the format of the end of semester examination and use the subject-specific App to review or develop your assessment tasks, mark schemes/rubrics, etc. (NTS 2a–2c, 2e–2h and 3j–3q).

E.g.

The end of semester examination is expected to include 40 multiple-choice questions and 5 essay questions for DoK Levels 1 to 4. The paper covers lessons from Weeks 13 to 23 and should be completed in 105 minutes. Suggest multiple-choice and essay questions, along with an appropriate marking rubric, in line with these specifications.



Note

In preparing for end of semester examination, one prompt may not be enough for the App to provide all you need (DoK levels, structure, distribution across DoK levels, etc.)

- 3.2** Have a chat with your App to review the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the review to refine the responses to complete the set questions (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

E.g.

- i. **Whether the assessment tasks generated follow 30%, 40%, 30% DoK distribution**

Review MCQs to match the distribution to follow 30% Dok level 1, 40% DoK level 2 and 30% DoK level 3 and 4 across weeks 13 to 23.

ii. Mark scheme and score distribution

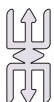
Review mark allocation to match the weighting of the multiple-choice and essay sections based on the assessment guidelines

iii. Resources needed for assessment administration

Suggest resources needed to prepare and administer end of semester exam effectively

iv. How to provide feedback

Suggest post-exam feedback approaches that will help learners understand their performance and plan how to improve.



Note

Use the responses to complete your plan

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 24 to provide feedback on your lesson (NTS 1f, 1g).

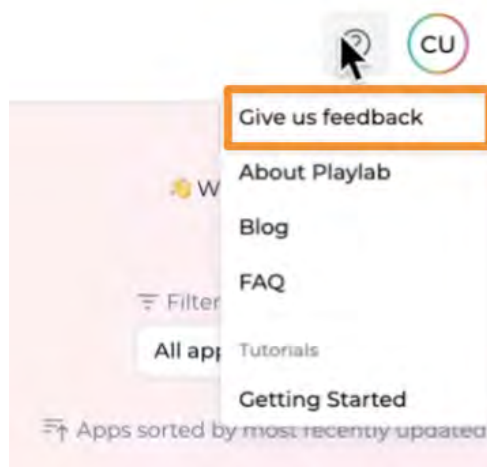
4.3 Remember to mark, record and upload your learners' assessment scores in the Student Transcript Portal.

Appendix 1: Subject Specific App Teaching & Learning Apps – Issue Reporting Guide

How to Report Issues or Get Support

You have three ways to report issues with the subject-specific apps:

1. Email Support
 - For general issues: Send email to: support@playlab.ai
 - Include:
 - Your school name and region
 - Subject app you're using
 - Description of the issue
 - Screenshots or screen recordings (if possible)
 - Best for: School administrators reporting multiple app issues
 - Response time: Within 24 hours
 - If Urgent please include [URGENT] Message Text in your subject line.
2. Submit Feedback in Playlab
 - In the app, Click the “Give us Feedback” link in the menu and share feedback.



- Access the Feedback Form here
- Complete the form and upload any supporting documentation. (The more detailed your submission is, the more helpful support will be)



User Feedback Form

We want to hear your feedback and learn more about how we can improve Playlab for you. *Please complete this form to submit your feedback to the Playlab team.*

Full Name*

Your answer

Email*

Your answer

What is your role?*

Your answer

Please share your feedback

What challenge are you facing? What feature would you like to see?

Your answer

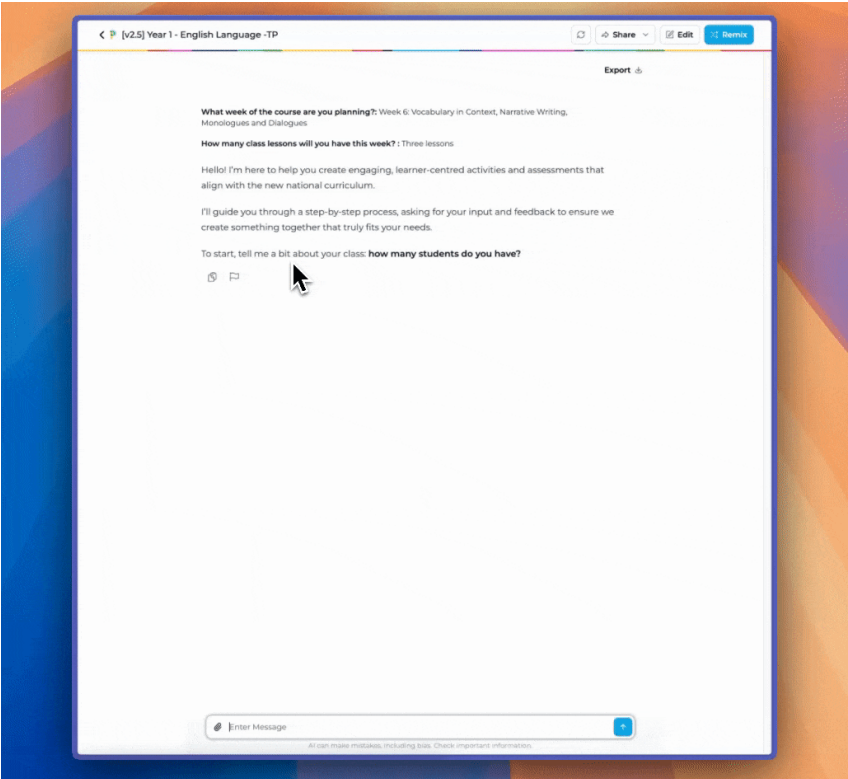
Please share any screenshots or videos that help visualize your feedback.

 **Upload** Size limit: 100 MB. File limit: 10.

Submit

Never submit sensitive personal information, like passwords, through Notion Forms.
[Report abuse](#)

- Best for: Individual teachers reporting specific issues
 - Response time: Within 24–48 hours
3. In-Chat Flagging
- Look for the flag button within your chat conversation



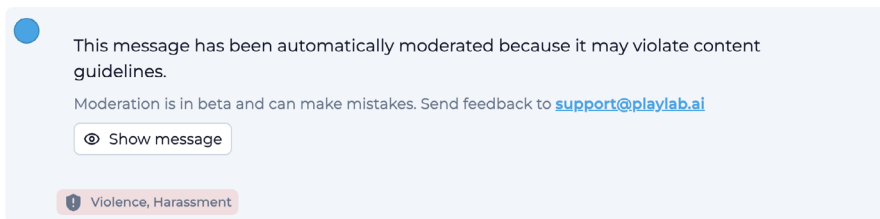
- Click to report biased, inaccurate, or inappropriate messages.
- Best for: Immediate issues with app responses
- There is also in app moderation for both user messages and AI generated responses. You can read more about it here.

What Happens After You Report?

1. The message will be flagged in your user activity. You will see indicators of messages that have been moderated or flagged.

KIPP NYC Restorative Plan Designer	8/21/2025
A3C	7 1
KIPP NYC Restorative Plan Designer	8/21/2025
A3C	5
KIPP NYC Restorative Plan Designer	8/15/2025
M	7 1

2. You can review the messages in activity. By default the message is hidden unless you click “show message”.



Thank you for sharing the details of the incident. Here's the step-by-step analysis and proposed restorative plan based on the provided situation:

3. If something is consistently being flagged, you may want to address it in your implementation, make revisions to the app, or contact support@playlab.ai for more guidance.

Tips for Effective Reporting:

- Be specific about what you were trying to do
- Note which subject app you're using
- Include your school and region information
- Describe what happened versus what you expected

Additional Support Resources

1 App Basics:

- Starting a conversation
 - Scan your QR code to use your app.
- If you encounter a problem, follow the directions for Escalating an issue.

Video Tutorials

- a Lesson Planning Walkthrough: Step-by-step guide using a real subject app with sample conversations
 - Lesson Plan Development
 - Watch a sample conversation [here](#).
 - As you're using the apps, you can provide specifics on how you might want to differentiate for class needs
 - Assessment Development
 - Watch a sample conversation [here](#).

- As you're using the apps, you can adjust the DOK levels as you create assessments at different complexity levels
- b For any additional questions please refer to the learn.playlab.ai page.

Key Reminders

- 1 Apps are supplemental tools to support your PLC Handbook and Teacher Manual—not replace them
- 2 Always refer to official curriculum documents as your primary resource
- 3 Use your professional judgment to adapt app suggestions for your classroom context

Appendix 2: Learning Planner Template

Name of Subject:							
Learning Planner Template Year Two							
Number of Learners in Class		Week		Duration		Form	
Strand							
Sub-Strand							
Content Standard							
Learning Outcome(s)							
Learning Indicator(s)							
Essential Question(s)							
Pedagogical Strategies							
Teaching & Learning Resources							
Key Notes on Differentiation Identify the different learner needs in your class and make notes on how to cater for them during the lesson							
Lesson (complete per number of lessons for the week)							
Refer to the Teacher Manual and Learner Material to complete this section							
Introduction Main Lesson Closure							

Key Assessment
1. Formative Assessment Mode: Task: Mark Scheme:
2. Key Assessment for Student Transcript Portal Assessment Mode: Task: Rubric/Mark Scheme:
Reflection & Remarks

Appendix 3: Teacher Lesson Observation Form

Teacher Lesson Observation Form

Name of School

Subject being observed

Class

	Year 1	Year 2	Year 3
Sex of the teacher	Male	Female	

1. Is the purpose of the lesson clearly stated in the lesson plan and focused on learners achieving the lesson learning outcomes?

Yes In Part No NA

b1. Please provide an explanation to your answer in Q1 above

2. Are the unique needs of female learners, male learners, and learners with special education needs adequately catered for in the lesson plan? For example, the choice of teaching methods and learning activities reflects/does not reflect the learning needs of all learners.

For example, the choice of teaching methods, and learning activities.

Yes In Part No NA

2b. Please provide an explanation to your answer in Q2 above

3. Does the teacher manage behavior well, maintaining a positive and non-threatening learning environment throughout the lesson?

Yes In Part No NA

3b. Please provide an explanation to your answer in Q3 above

4. Are appropriate teaching and learning materials and other resources (including ICT, books, desks) available, accessible and being used to support learning of all females, males and learners with special education needs?

Yes In Part No NA

4b. Please provide an explanation to your answer in Q4 above

5. Are learners engaged on tasks that challenge them in line with the content standards?

Does the teacher take into consideration the uniqueness of learners?

Yes In Part No NA

5b. Please provide an explanation to your answer in Q5 above

6. Is there evidence that students are learning?

Yes In Part No NA

6b. Please provide an explanation to your answer in Q6 above

7. Is teaching differentiated to cater for the varied needs of all learners (i.e., male learners, female learners, learners with special education needs) and those with poor literacy and/ or numeracy proficiency?

Yes In Part No NA

7b. Please provide an explanation to your answer in Q7 above

8. Does the teacher use real life examples which are familiar to learners to explain concepts?

Yes In Part No NA

8b. Please provide an explanation to your answer in Q8 above

9. Does the teacher point out or question traditional gender roles when they come up during the lessons as appropriate?

Yes In Part No NA

9b. Please provide an explanation to your answer in Q9 above

10. Does the lesson include appropriate interactive and creative approaches e.g., group work, role play, storytelling to support learners achieving the learning outcomes?

If yes, give examples of the issues and skills that have been so integrated.

Yes In Part No NA

10b. Please provide an explanation to your answer in Q10 above

11. Have cross-cutting issues and /or 21st century skills been integrated into the lesson to support learners in achieving the learning outcomes e.g., problem-solving, critical thinking, communication? If yes, give examples of the issues and skills that have been so integrated.

Yes In Part No NA

11b. If yes, give examples of the issues and skills that have been so integrated.

12. Does the teacher incorporate ICT into their practice to support learning?

Yes In Part No NA

12b. Please provide an explanation to your answer in Q12 above

13. Does the teacher encourage all female male and male learners (including those who may be shy or afraid to speak) to ask questions, answer questions, participate in group work, etc. during the lesson?

Yes In Part No NA

13b. Please provide an explanation to your answer in Q13 above

14. Is assessment evident in the lesson? If yes, does it include assessment as, for or of learning and go beyond recall?

If yes, did it include assessment of, for or as learning and go beyond recall?

Yes In Part No NA

14b. Please provide an explanation to your answer in Q14 above

15. Do learners make use of feedback from teacher and peers?

Yes

In Part

No

NA

15b. Please provide an explanation to your answer in Q15 above

16. Does the teacher sum up the lesson and evaluate the lesson against the learning outcomes with the learners?

Yes

In Part

No

NA

16b. Please provide an explanation to your answer in Q16 above

17. Does the teachers' planning of lessons taught before the one observed show how they plan for learning over time, considering individual and group needs?

Yes

In Part

No

NA

17b. Please provide an explanation to your answer in Q17 above

18. Does the teacher pay attention to the composition of females and males during group work and assigns females leadership roles.

Yes

In Part

No

NA

18b. Please provide an explanation to your answer in Q18 above

19. Does the teacher provide constructive verbal feedback to both females and males and learners with special education needs?

Yes

In Part

No

NA

19b. Please provide an explanation to your answer in Q19 above

20. Does the teacher provide constructive written feedback to both females and males and learners with special education needs in their exercise book?

Yes

In Part

No

NA

20b. Please provide an explanation to your answer in Q20 above

21. Key strengths in the lesson

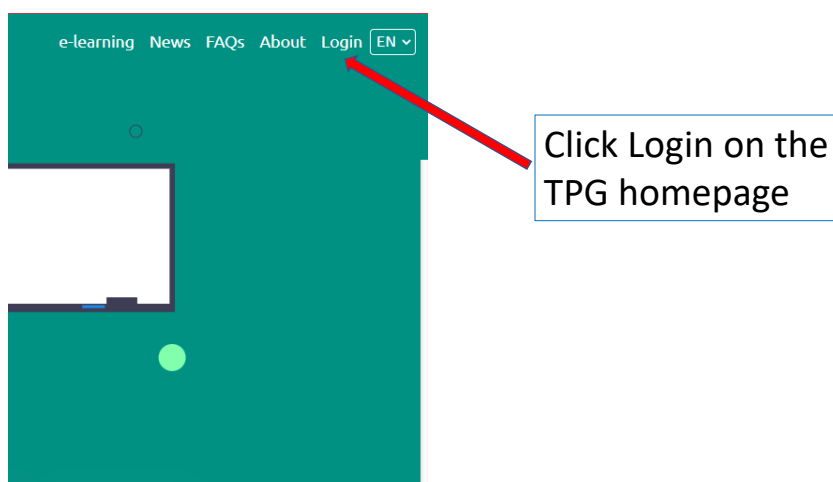
22. Areas for development

23. Next steps for teacher

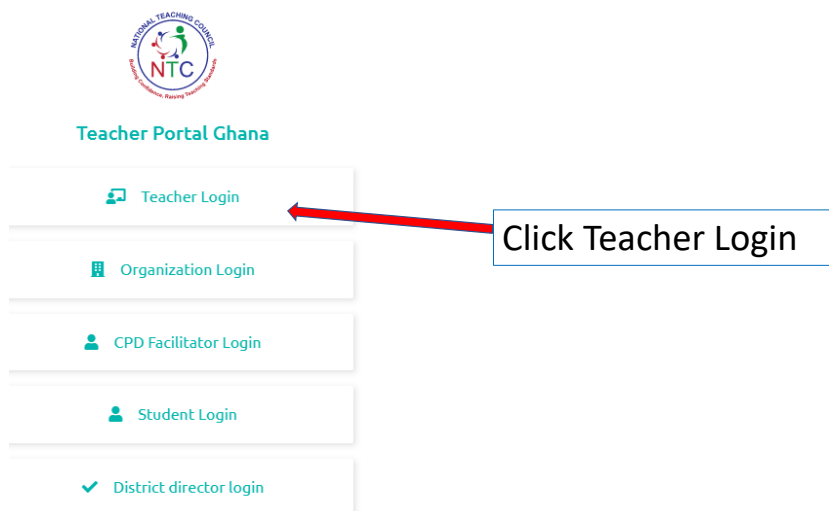
Additional Notes (on teacher's actions, the flow of activities, etc.)

Appendix 4: How to check CPD Points and Training Records on Teacher Portal Ghana

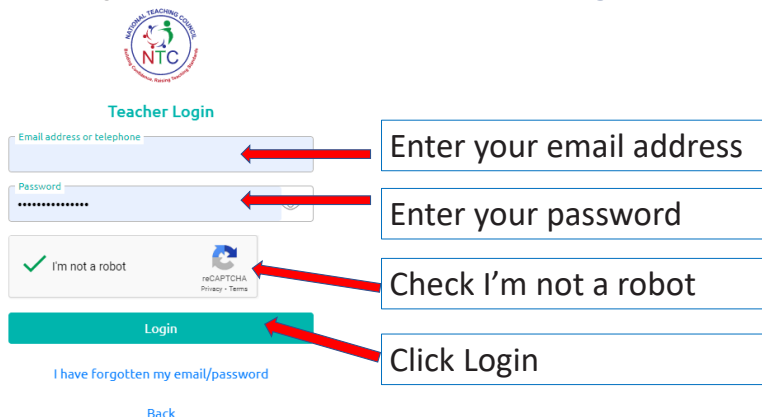
1. Visit tpg.ntc.gov.gh and click Login



2. On the Login page, click Teacher Login



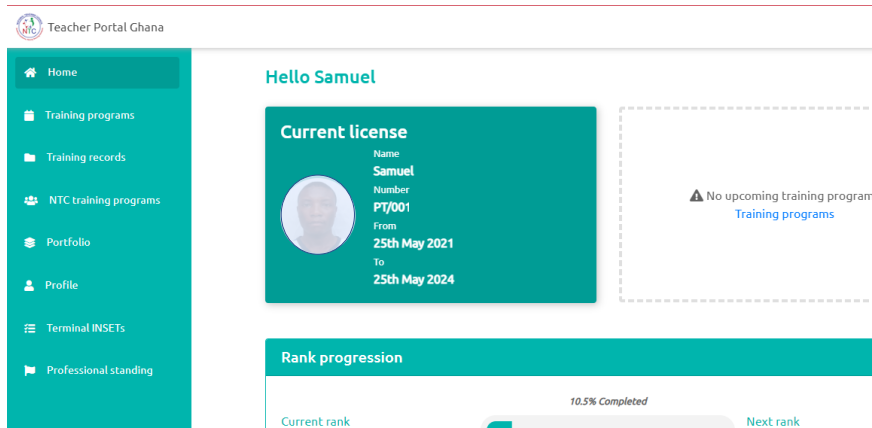
3. On the **Teacher Login** page enter your email address and password and then click **Login**



The image shows the Teacher Login page with the following elements and annotations:

- Teacher Login** (Page Title)
- Email address or telephone** (Input field) - Annotated with: **Enter your email address**
- Password** (Input field) - Annotated with: **Enter your password**
- I'm not a robot** (Captcha) - Annotated with: **Check I'm not a robot**
- Login** (Button) - Annotated with: **Click Login**
- [I have forgotten my email/password](#) (Link)
- [Back](#) (Link)

4. After a successful login you will get access to your **TPG account** (Check image below)



The image shows the Teacher Portal Ghana dashboard for a user named Samuel. The dashboard includes the following sections:

- Header:** Teacher Portal Ghana
- Left Sidebar:**
 - Home
 - Training programs
 - Training records
 - NTC training programs
 - Portfolio
 - Profile
 - Terminal INSETs
 - Professional standing
- Main Content Area:**
 - Hello Samuel**
 - Current license**
 - Name: Samuel
 - Number: PT/001
 - From: 25th May 2021
 - To: 25th May 2024
 - Rank progression**
 - Current rank
 - 10.5% Completed
 - Next rank
 - No upcoming training program** (Warning message with link to [Training programs](#))

5. To check CPD points, scroll down to **Rank progression**. You will see the CPD points progress bar and actual points accrued (Check image below)



6. To view training records, from the side menu tap on **Training records** (Check image below)

The screenshot shows the 'Teacher Portal Ghana' interface. On the left is a teal side menu with options: Home, Training programs, Training records, NTC training programs, Portfolio, Profile, Terminal INSETs, and Professional standing. A red arrow points from a text box below to the 'Training records' option. The main content area is titled 'Training records' and shows 'Records for training programs registered and/or attended'. It lists three programs: 'Sensitization on Education Policies' (Marked as absent), 'Differentiated Learning' (Processed, Credits: 1.32), and 'Advanced Mobile Learning with Multimedia (AMLJM)' (Processed, Credits: 0.5788). A red bracket on the right groups these programs under a text box. The total points are 1.8988.

Teacher Portal Ghana

Training records

Records for training programs registered and/or attended

Total points: 1.8988

Training Program	Status	Credits
Sensitization on Education Policies	Marked as absent	
Differentiated Learning	Processed	1.32
Advanced Mobile Learning with Multimedia (AMLJM)	Processed	0.5788

Click to view training records

List of training programs

THANK YOU

