

PRY 3 CCA 1ST TERM

WEEK 1&2

Topic: Introduction to nature drawing

Subtitle: Nature drawing

Learning Objectives: At the end of this this lesson, pupils should be able to:

1. Describe their environment
2. State things found in the environment
3. Draw things observed in the environment

Resources and materials:

Scheme of work

Online information

Instructional material: picture chart

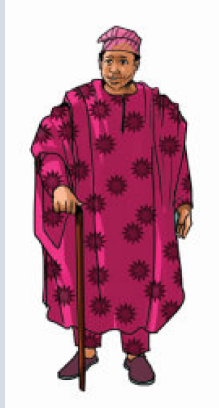
Building Background/connection to prior knowledge: pupils are familiar with numbers in hundred, tens and units from their previous classes.

CONTENT

Definition of environment

An environment is the place where we live, school, work and do other things. Examples of environments are home environment, school environment, church environment, mosque environment, market environment and office environment. Things found in the environment include living things and the non-living things. Examples of living things are cats, hens, rats, flies, goats, dogs and human beings. Examples of non-living things are houses, cars, cups, flowers, shoes, biros and chalks. We can find the following in the school environment: classrooms, chalk, biro, blackboard, pupils, bell and broom. In the home environment, we can find radio, car, broom, television, clock, fridge, curtains, pot, cup, stove, flower, and animals like goat, cat, rat and dog.

Picture of thing both living and non-living in our environment



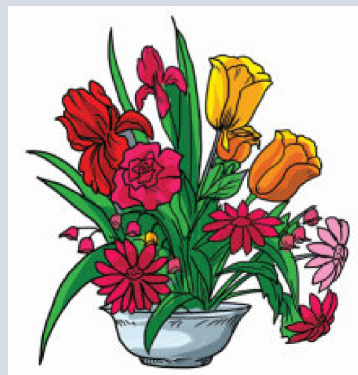
**Man
Dog**

Sun

moon and Star



Rock



Flowers



House



A drawing of Tulip flower

Strategies& Activities:

Step1: Teacher revises the previous topic.

Step2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils' questions.

Step5: Teacher evaluates the pupils.

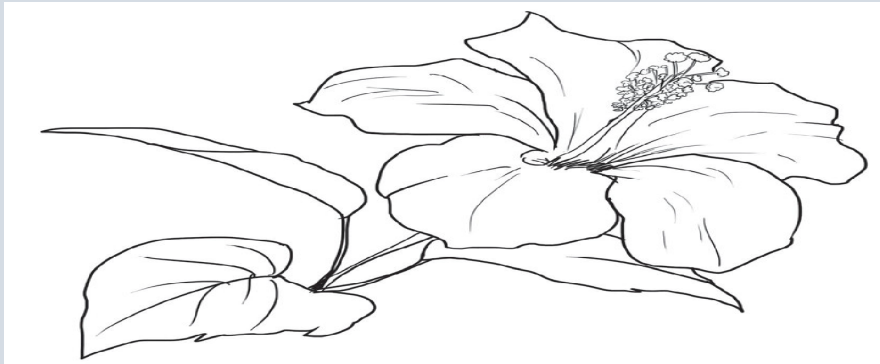
Assessment & Evaluation:

1. Mention five living things found in your environment
2. Draw and colour a flower
3. Define environment

WRAP UP(CONCLUSION) Teacher goes over the topic once again for better understanding.

Assignment:

1. Draw and colour this flower



2. Write five non-living things found your environment

WEEK 3

Topic: Nature Drawing

Subtitle: Care of the environment

Learning Objectives: At the end of this this lesson, pupils should be able to:

1. State how to care for the environment
2. List tools that can be used to care for the environment

Resources and materials:

Scheme of work

Online information

Instructional material: picture chart

Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

CONTENT

Care for the environment are the various things we do to keep our environment clean, free from germs and beautiful. We must take very good care of our environment for us to continue to enjoy it. Our environments will continue to serve us as long as we take good care of them.

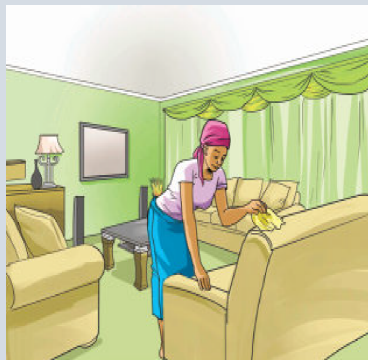
Ways to care for the environment

There are different ways of taking care of our environment. They include:

- 1 Sweeping the environment every morning.
- 2 Keeping our toilets clean by washing them every day.
- 3 Making a proper use of the toilet. We must ensure that we flush the toilet after every use.
- 4 Ensuring that we do not litter the environment. We should use the waste bin.
- 5 Cleaning the furniture from dust.
- 6 Weeding our surroundings and watering the flowers every morning.
- 7 Cutting the grass in the environment and making it neat.
- 8 Neatly using and disposing plastics. This helps the reuse of the materials.
- 9 Planting trees and flowers to beautify the environment.



**Proper waste disposal
and flowers**



Cleaning of furniture



Planting trees

Tools we can use to keep the environment clean

1. Broom
2. Dust parker
3. Waste or trash can
4. Cutlass
5. Rake
6. Duster

Strategies & Activities:

Step1: Teacher revises the previous topic.

Step2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils' questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

1. Why should we keep our environment clean?
2. List four ways we can keep our environment clean

WRAP UP(CONCLUSION) Teacher goes over the topic once again for better understanding.

Assignment:

1. Write two why we should keep our environment clean
2. List four cleaning tools
3. Write three ways to keep the environment clean

WEEK 4&5

Topic: Line Design

Subtitle: Uses of lines in design

Learning Objectives: At the end of this this lesson, pupils should be able to:

1. Identify different types of lines
2. State three types of lines
3. Use lines in design

Resources and materials:

Scheme of work

Online information

Instructional material: charts

Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

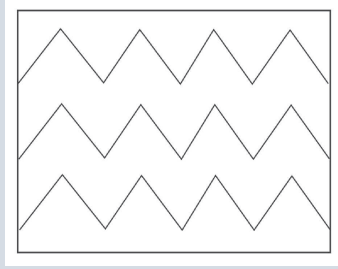
CONTENT

What is a line?

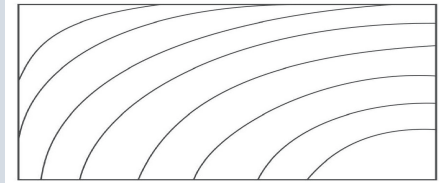
A line is a thin continuous mark made with a pen, pencil or brush on a surface. The lines can be thick or thin. The lines could be thick or thin depending on what we want to use it for.

Types of lines

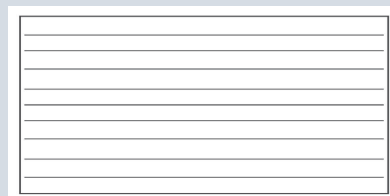
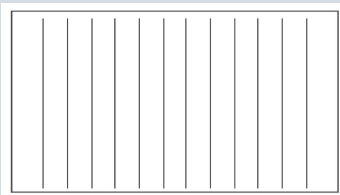
1. Zig-zag lines: These are lines moving in opposites slanting positions with a meeting point.



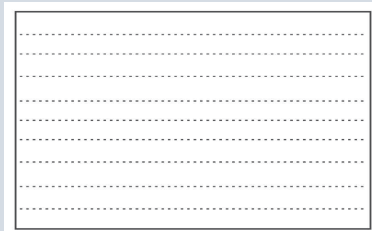
2. Curved lines: These lines are not straight. Example is the outline of a circle.



3. Straight lines: The straight lines are lines moving in the same straight direction. It could be vertical or horizontal.



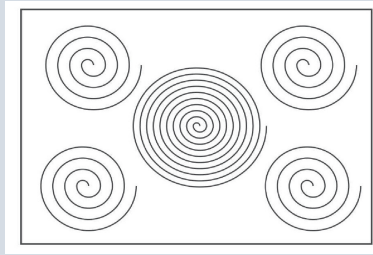
4. Broken lines: The broken lines are many short lines following each other. Broken lines do not meet or form a continuous line.



5. Diagonal lines: These lines are joined in opposite corners of a square, rectangle or any other straight sided strap.



6. Radial lines: These are lines that start with a radius point, and passes through the centre of a circle.



Uses of lines

- 1 Lines can be used to form different shapes and sizes.
- 2 Lines can be used together to create texture and patterns.
- 3 Lines are used to show or suggest feeling of movement and direction of an object.
- 4 We use lines for showing definite things on our illustrations.
- 5 Many lines are used together to draw different things.
- 6 Lines can be used to communicate stability and solidity.

Strategies& Activities:

Step1:Teacher revises the previous topic.

Step2:Teacher introduces the new topic.

Step3:Teacher explains the new topic.

Step4: Teacher welcomes pupils' questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

1. List 3 types of lines
2. Draw and name two types of lines
3. What is line?

WRAP UP (CONCLUSION) Teacher goes over the topic once again for better understanding.

Assignment:

1. Write two uses of lines
2. Draw radial lines

3. List three types of lines

WEEK 6&7

Topic: Objects

Subtitle: Methods of modeling objects with clay /plastering

Learning Objectives: At the end of this this lesson, pupils should be able to:

1. Define modelling
2. State methods of modelling
3. Mould objects with clay/plaster

Resources and materials:

Scheme of work

Online information

Instructional material: picture charts, clay, kneading board, knife, water, apron, painting brush.

Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

CONTENT

Definition of modelling

Modelling is the process of making an object with clay or plastering. You can make anything you want with clay but the clay must be prepared first. Examples of objects we can mould from clay are cups, pots, plates, flower vase, and village house.

The following are the items used in preparing clay; bowl, knife, kneading board, water, apron, painting brush, sieve and clay.

Methods of modelling

There are different methods of modelling with clay. Some of these include:

- 1 The pinching method
- 2 The coiling method
- 3 The slab method

The pinching method

This method involves using small pieces of well-prepared clay to gradually build an art object or a functional artwork. Steps to modelling using the pinching method include;

Step 1: Knead the clay to make it smooth.

Step 2: Roll the clay into balls.

Step 3: Make clay-balls (small and big).

Step 4: Create a hole inside the clay ball. Use your right thumb to press down the centre.

Step 5: Guide the sides of the pinched-clay while finishing your pot or any other thing you are modeling.

Step 6: Flatten the bottom of the clay with your finger. Press the clay carefully against the kneading plank to create a flat bottom.

Step 7: Expose the clay work to the sun to dry and paint with a color you like.

Strategies& Activities:

Step1:Teacher revises the previous topic.

Step2:Teacher introduces the new topic.

Step3:Teacher explains the new topic.

Step4: Teacher welcomes pupils' questions.

Step5: Teacher carry out practical with the pupils to make mould a pot

Step6: Teacher evaluates the pupils.

Assessment & Evaluation:

1. What is modelling?
2. State four steps of pinching method

WRAP UP(CONCLUSION) Teacher goes over the topic once again for better understanding.

Assignment:

1. Prepare clay and make a flower vase.
2. Define modeling
3. State three methods of modelling

WEEK 8&9

Topic: Flowers

Subtitle: Types of flowering plants

Learning Objectives: At the end of this this lesson, pupils should be able to:

1. identify flowering plants
2. state different types of flowers
3. state the uses of flowers

Resources and materials:

Scheme of work

Online information

Instructional material: picture charts, life flowers

Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

CONTENT

Flowering plants are plants that produce flowers. They are used to beautify the environment. Flowering plants provide nutrients for the use of man and animals. They are created by God.

A flowering plant consists of the root, stem, leaves and flowers.

These are parts of a flower:

The root is the part of the flower inside the ground.

The stem is the part of the flower after the root. Other parts grow from the stem.

The flower is the part of the plant that is very beautiful and colourful.

The leaf is the green part of the flower at the end of the branch.

Types of flowering plants in our environment.

The hibiscus flower: The hibiscus flowers are bright in colors. They come in different colors like red, pink, orange, yellow and white.



1. **The tulip flower:** The tulip flower has beautiful colours, shapes and sizes.

The colours of tulip flowers are red, pink and yellow.



2. The rose flower: The rose flowers have different colours. They also have attractive smell.



3. The sun flower: The sun flower is yellow in colour. It is a common flowering plant. The name is got from the shape and colour of the flower which looks like the sun.



4. The pride of Barbados

The pride of Barbados flower blooms all year round. The flower comes in red and yellow colours, looking like the ‘sun set’.



Uses of flowering plants

1. Use to beautiful our homes and school environment
2. Beautify public park
3. Use to for declaration of love, can be given as gift.
4. Use to make drugs
5. Flowers are used to make perfumes

Strategies& Activities:

Step1: Teacher revises the previous topic.

Step2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils' questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

1. State three uses of flowers
2. Name four types of flower
3. Name four parts of a flowering plant

WRAP UP (CONCLUSION) Teacher goes over the topic once again for better understanding.

Assignment:

1. Draw an Hibiscus flower
2. The Flower has the shape of a sun
3. Write three parts of a flowering plant

WEEK10

Topic: Flowers

Subtitle: Drawing

Learning Objectives: At the end of this this lesson, pupils should be able to:

1. Draw and colour flower

Resources and materials:

Scheme of work

Online information

Instructional material: picture chart, pencil, drawing book

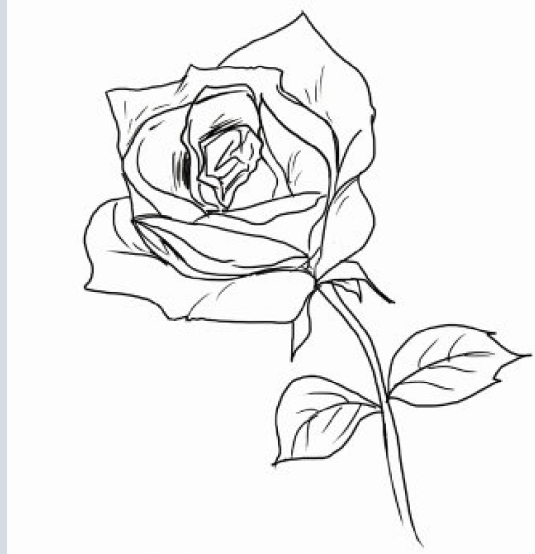
Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

CONTENT

Using pencil and a drawing book to make drawing of different flowers and colour them.



Tulip flower



Rose flower

Strategies& Activities:

Step1:Teacher revises the previous topic.

Step2:Teacher introduces the new topic.

Step3:Teacher explains the new topic.

Step4: Teacher welcomes pupils' questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

1. Draw and colour a sun flower

WRAP UP(CONCLUSION) Teacher goes over the topic once again for better understanding.

Assignment:

1. Draw, name and colour this flower

