ART

TERM TWO SCHEME OF WORK

SCHOOL	GRADE	LEARNING AREAS	TIME	YEAR
	1	ART & CRAFT		2020

Week	Lesson	Strand	Sub strand	Specific learning outcome	Key inquiry question	Learning experiences	Learning resources	Assessment	Remarks
1	**1**	**PAPER CRAFT**	Folding Technique	By the end of the sub strand, the learner should be able to: observe items made using folding method in paper craft to help in creating paper decorations	What type of decorations do we use during celebrations?	In groups, learners to observe and identify items made using folding method in paper craft	Assorted paper, cutting tools, rulers, adhesives	Signed question, discussion, observation, portfolios	
	2	**PAPER CRAFT**	Folding Technique	By the end of the sub strand, the learner should be able to: create decorations using folding method of paper craft; have fun as they make paper decorations using folding method of paper craft	What type of decorations do we use during celebrations? How do we fold paper to make a decoration	Individually, the learner to freely express themselves by creating decorations using folding method in paper craft. • The learner to display and sign about own and learner others work	Assorted paper, cutting tools, rulers, adhesives	Signed question, discussion, observation, portfolios	
2	**1**	**PAPER CRAFT**	Folding Technique	By the end of the sub strand, the learner should be able to: create decorations using folding method of paper craft; have fun as they make	What type of decorations do we use during celebrations?	Individually, the learner to freely express themselves by	Assorted paper, cutting tools, rulers, adhesives	Signed question, discussion, observation, portfolios	

				paper decorations using folding method of paper craft	How do we fold paper to make a decoration	creating decorations using folding method in paper craft. • The learner to display and sign about own and learner others work			
	2	**FABRIC DECORATION**	**Painting on fabric with brushes**	By the end of the sub strand, the learner should be able to: observe brush painted fabric from teacher samples to help in creating decorations	How does fabric painted with brushes look like?	In groups, learners identify samples of brush painted fabric. • Individually learner to decorate fabric using brushes	Fabric, paint, dye, bristle brushes, water, cleaning rags, digital images	Signed questions, discussion, observation, portfolios	
3	**1**	**FABRIC DECORATION**	**Painting on fabric with brushes**	By the end of the sub strand, the learner should be able to: use brush to paint on fabric to create decorations; Have fun painting decorations on fabric	How does fabric painted with brushes look like? How do we paint on cloth using brushes	Individually learner to decorate fabric using brushes. • The learner to display and talk about own and others brush painted fabrics	Fabric, paint, dye, bristle brushes, water, cleaning rags, digital images	Signed questions, discussion, observation, portfolios	
	2	**FABRIC DECORATION**	**Painting on fabric with brushes**	By the end of the sub strand, the learner should be able to: use brush to paint on fabric to create decorations; Have fun painting decorations on fabric	How does fabric painted with brushes look like? How do we paint on cloth using brushes	Individually learner to decorate fabric using brushes. • The learner to display and talk about own and others brush painted fabrics	Fabric, paint, dye, bristle brushes, water, cleaning rags, digital images	Signed questions, discussion, observation, portfolios	
4	**1**	**FABRIC DECORATION**	**Painting on fabric with**	By the end of the sub strand, the learner should be able to: observe sponge painted fabric from teacher samples	How fabric do painted with sponge look like?	In groups, learners identify samples of sponge painted fabric	Fabric, paint ,dye, sponge, water, cleaning rags, digital images	Signed questions, discussion,	

			sponge	to help in creating decorations;				observation, portfolios	
	2	**FABRIC DECORATION**	**Painting on fabric with sponge**	By the end of the sub strand, the learner should be able to: observe sponge painted fabric from teacher samples to help in creating decorations;	What materials are used for sponge painting on cloth	Individually learner to decorate fabric using sponges The learner to display and sign about own and others sponge painted fabrics	Fabric, paint ,dye, sponge, water, cleaning rags, digital images	Signed questions, discussion, observation, portfolios	
5	**1**	**FABRIC DECORATION**	**Painting on fabric with sponge**	By the end of the sub strand, the learner should be able to: use sponge to paint on fabric to create decorations; have fun painting decorations on fabric	How do we paint on cloth using sponge	Individually learner to decorate fabric using sponges The learner to display and sign about own and others sponge painted fabrics	Fabric, paint ,dye, sponge, water, cleaning rags, digital images	Signed questions, discussion, observation, portfolios	
	2	**MOUNTING TECHNIQUES**	Mosaic	By the end of the sub strand, the learner should be able to: identify and collect different types of material from the environment that can be used to create mosaic;	How do we identify materials used to create mosaic?	In groups learners to take nature walk to the environment identify and collect materials that can be used to create mosaic.eg stones, pebbles, leaves papers, small plastic, egg shells etc.	Found materials , adhesives, mounting surfaces, digital images	Signed questions, discussion, observation, portfolios	
7	**1**	**MOUNTING TECHNIQUES**	Mosaic	By the end of the sub strand, the learner should be able to: create simple pictures in mosaic using locally available materials; have fun while creating simple pictures in mosai	How do we create mosaic? How do learners react when making mosaic	Guide the learner individually, to create simple pictures using mosaic technique	Found materials , adhesives, mounting surfaces, digital images	Signed questions, discussion, observation, portfolios	

7	**2**	**MOUNTING TECHNIQUES**	Mosaic	By the end of the sub strand, the learner should be able to: create simple pictures in mosaic using locally available materials;	How do we create mosaic? How do learners react when making mosaic	The learner to display and sign about their own and others WORK	Found materials , adhesives, mounting surfaces, digital images	Signed questions, discussion, observation, portfolios	
8	**1**	**MOUNTING TECHNIQUES**	Mosaic	By the end of the sub strand, the learner should be able to: have fun while creating simple pictures in mosai	How do we create mosaic? How do learners react when making mosaic	The learner to display and sign about their own and others WORK	Found materials , adhesives, mounting surfaces, digital images	Signed questions, discussion, observation, portfolios	
	2	**DECORATING FORMS**	Decorating plastic bottles using coloured paper	By the end of the sub strand, the learner should be able to: Observe decorated plastic bottles ion to help in motivating them to decorate three dimensional (3D forms);	What kind of adhesive can be used in decorating plastic bottles using coloured paper? Where can learners source coloured paper	In groups learners to observe decorated bottles from teachers collection	Found materials , adhesives, mounting surfaces, digital devices	Signed questions, discussion, observation, portfolios	
9	**1**	**DECORATING FORMS**	Decorating plastic bottles using coloured paper	By the end of the sub strand, the learner should be able to: decorate plastic bottles using coloured paper for self expression	What kind of adhesive can be used in decorating plastic bottles using coloured paper? Where can learners source coloured paper	Collect and use coloured paper from the environment in decorating plastic bottles The learner to display and talk about their own and others work.	Found materials , adhesives, mounting surfaces, digital devices	Signed questions, discussion, observation, portfolios	

9	**2**	**DECORATING FORMS**	Decorating plastic bottles using coloured paper	By the end of the sub strand, the learner should be able to: have fun while decorating plastic bottles using coloured paper.	What kind of adhesive can be used in decorating plastic bottles using coloured paper? Where can learners source coloured paper	Collect and use coloured paper from the environment in decorating plastic bottles The learner to display and talk about their own and others work.	Found materials , adhesives, mounting surfaces, digital devices	Signed questions, discussion, observation, portfolios	
10	**1**	**ORNAMENTS**	Single stranded bracelets	By the end of the sub strand, the learner should be able to: a) observe beaded ornaments from teacher's samples to help in making bracelets using single strand beading;	What materials can be used from the environment in making beads?	In groups learners to identify samples of bracelets made using local techniques and materials e.g. glass beads, plastic beads, clay beads, wooden beads, bone beads etc	Assorted beads, cutting tools, strings, digital images	Signed questions, discussion, observation, portfolios	
10	**2**	**ORNAMENTS**	Single stranded bracelets	By the end of the sub strand, the learner should be able to: a) observe beaded ornaments from teacher's samples to help in making bracelets using single strand beading;	What materials can be used from the environment in making beads?	In groups learners to identify samples of bracelets made using local techniques and materials e.g. glass beads, plastic beads, clay beads, wooden beads, bone beads etc	Assorted beads, cutting tools, strings, digital images	Signed questions, discussion, observation, portfolios	
11	**1**	**ORNAMENTS**	Single stranded bracelets	By the end of the sub strand, the learner should be able to: experiment with local materials to create bracelets using single	What materials have you used in making beads?	Learner to display, discuss and appreciate their work	Assorted beads, cutting tools, strings, digital images	Signed questions, discussion, observation, portfolios	

				strand beading; enjoy making bracelets using single strand beading.					
11	**2**		Single stranded bracelets	By the end of the sub strand, the learner should be able to: experiment with local materials to create bracelets using single strand beading;	What materials have you used in making beads?	Learner to display, discuss and appreciate their work	Assorted beads, cutting tools, strings, digital images	Signed questions, discussion, observation, portfolios	
			Single stranded bracelets	By the end of the sub strand, the learner should be able to: enjoy making bracelets using single strand beading.	What materials have you used in making beads?	Learner to display, discuss and appreciate their work	Assorted beads, cutting tools, strings, digital images	Signed questions, discussion, observation, portfolios	
12	**1**	**SCULPTURE**	**Toys**	By the end of the sub strand, the learner should be able to: Observe samples of toys, material and tools from teacher's collection to motivate them make their own;	Which toys are in class nature corner? What materials and tools are used for making toys? How do you feel when playing with toys?	In groups, learners be taken to their class nature corner to identify toys?	Sample toys, found materials, strings, rubber bands, digital images	Signed questions, discussion, observation, portfolios	
12	**2**	**SCULPTURE**	**Toys**	By the end of the sub strand, the learner should be able to: make simple toys using local materials for playing; have fun as they make toys and play with them	Which toys are in class nature corner? What materials and tools	Individually make simple toys using locally available materials	Sample toys, found materials, strings, rubber bands, digital images	Signed questions, discussion, observation, portfolios	

					are used for making toys? How do you feel when playing with toys?	• Learners to display and sign about own and others toys			
13	**1**	**SCULPTURE**	**Toys**	By the end of the sub strand, the learner should be able to: make simple toys using local materials for playing; have fun as they make toys and play with them	Which toys are in class nature corner? What materials and tools are used for making toys? How do you feel when playing with toys?	Individually make simple toys using locally available materials • Learners to display and sign about own and others toys	Sample toys, found materials, strings, rubber bands, digital images	Signed questions, discussion, observation, portfolios	
14				**ASSESSMENT**					