

CBC - GRADE FOUR - ART AND CRAFT - SCHEMES OF WORK - TERM 3 - 2021

W K	L	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	LEARNING EXPERIENCE	K.I.Q	RESOURCES	ASSESSMEN T	REFLE CTION
1	1	INDIGENOUS KENYAN CRAFTS	-Basketry -Traditional Twine technique	By the end of the sub-strand, the learner should be able to; - Interact with actual/virtual samples of twined items for motivation to weave their own.	Learners are guided to; -interact with teacher's actual/ virtual samples and or community resource person's twined items for motivation to weave.	-Which plants in the local it have fibres that can be used in weaving?	-Cutting tools, strings, banana fibres, reeds, sisal fibres, grass, thin flexible sticks -Video clips Kiama E. et al (2019)- <i>KL B Visionary Art and Craft – Grade 4</i> ppls bk pg 45 -Trs. Guide pg. . 45	-Oral questions -Observation	
	2	INDIGENOUS KENYAN CRAFTS	-Traditional Twine technique	By the end of the sub-strand, the learner should be able to; --Select and prepare plant fibres from the locality for twine weaving..	Learners are guided to; -Select and prepare plant fibres from the locality for twine weaving.	-How can we prepare fibres from these plants in readiness for weaving?	-Cutting tools, strings, banana fibres, reeds, sisal fibres, grass, thin flexible sticks - <i>KL B Visionary Art and Craft (2019) – Grade 4</i> ppls bk pg 49 -Trs. Guide pg. 49	-Oral questions -Observation	
2	1	INDIGENOUS KENYAN CRAFTS	-Traditional Twine technique	By the end of the sub-strand, the learner should be able to; -Weave functional circular items with plant fibres using traditional twine technique. Appreciate own and others' woven items.	Learners are guided to; -Weave functional items with natural fibres using twinning technique -Display and talk about own and others' work	-How do we interlace the wefts around the warp in twining?	-Cutting tools, strings, banana fibres, reeds, sisal fibres, grass, thin flexible sticks - <i>KL B Visionary Art and Craft (2019) – Grade 4</i> ppls bk pg48 -Trs. Guide pg. . 48	-Oral questions -Observation	
	2	INDIGENOUS KENYAN CRAFTS	Leatherwork Thonging technique	By the end of the sub-strand, the learner should be able to; a) Interact with actual /virtual samples and select leather items made by thonging.	Learners are guided to; - Interact with teacher's actual /virtual samples and or community resource person's select leather items made by thonging for motivation to make their own	-Which animals in our locality give us hides and skins?	-digital devices, leather, cutting tools, resource persons - <i>KL B Visionary Art and Craft (2019) – Grade 4</i> ppls bk pg 51 -Trs. Guide pg. .51	-Oral questions -Observation	
3	1	INDIGENOUS KENYAN CRAFTS	Thonging technique	By the end of the sub-strand, the learner should be able to;-Select materials and tools used in thonging technique	Learners are guided to; Select materials and tools used in thonging technique	-Where can one get leather for re-use in our locality?	-digital devices, leather, cutting tools, resource persons - <i>KL B Visionary Art and Craft (2019) – Grade 4</i> ppls bk pg 53 -Trs. Guide pg. .54	-Oral questions -Observation	

	2	INDIGENOUS KENYAN CRAFTS	Thonging technique	By the end of the sub-strand, the learner should be able to; -Make a simple drum using thonging technique -Appreciate own and others' drums	Learners are guided to; - Use re-used leather in groups to make simple drums through thonging technique.	-Why is thonging done in the making of drums?	-digital devices, leather, cutting tools, resource persons -KLB Visionary Art and Craft (2019) – Grade 4 ppls bk pg 55 -Trs. Guide pg. .56	Oral questions -Observation	
4	1	INDIGENOUS KENYAN CRAFTS	Pottery -Modelling- Pinch technique	By the end of the sub strand, the learner should be able to; a) Interact with actual and / or virtual samples of indigenous pottery items for motivation	Learners are guided to; -Observe and identify actual and / or virtual samples of indigenous pots from the teacher and or community resource person for motivation model make their own.	-What materials can be used for modelling from the immediate environment?	Clay, water, firewood, match box, incising tools, grog -KLB Visionary Art and Craft (2019) – Grade 4 ppls bk pg 58 -Trs. Gu22-28ide pg. 60	Oral questions -Observation	
	2	INDIGENOUS KENYAN CRAFTS	-Modelling- Pinch technique	b) Model pinch pots using traditional pottery techniques c) Discuss about own and others' work	Learners are guided to; -Model pots of different shapes individually using indigenous pinch techniques -Display and talk about own and others' work	-How can you make pot of even thickness as you pinch?	- Clay, water, firewood, match box, incising tools, grog -KLB Visionary Art and Craft (2019) – 63 Grade 4 ppls bk pg -Trs. Guide pg63	-Oral questions -Observation	
5	1	DESIGN MIXED MEDIA AND TECHNOLOGY	Graphic Design -Free hand Lower and Upper case lettering	By the end of the sub-strand, the learner should be able to; a) Observe displayed short messages in lower and upper case letters. communication.	Learners are guided to; • Observe and identify slides/flash cards of short messages in lower and upper case letters to motivate them make their own	- How can you form a four word message on importance of washing hands?	rulers, stencils, pencils, erasers, paper, cutters, ink, paint -KLB Visionary Art and Craft (2019) – Grade 4 ppls bk pg 67 -Trs. Guide pg. 71	-Oral questions -Observation	
	2	‘	Free hand Lower and Upper case lettering	By the end of the sub-strand, the learner should be able to; --Design short messages with lower and upper case using freehand letters for communication. -Appreciate the activity of creating short messages for	Learners are guided to; -Individually design short messages using freehand lower and upper case letters based on DRR or Health themes for communication - Display and talk about own and others' short messages.	-Why is it important to shape the letters clearly in a written message?	rulers, stencils, pencils, erasers, paper, cutters, ink, paint -KLB Visionary Art and Craft (2019) – Grade 4 ppls bk pg 70 -Trs. Guide pg. . 72	-Oral questions -Observation	
6	1	3.1Graphic Design - Free hand Block lettering	- Free hand Block lettering	By the end of the sub-strand, the learner should be able to; a) Observe displayed block letters in order to make their own. b) Construct simple freehand block letters to communicate short messages.	Learners are guided to; -Observe and identify slides/flash cards of block letters to motivate them make their own -Individually draw and colour freehand block letters applying the right proportions based on ESD	1 How do you form block letters? 2 Where are block letter used? 3 Why is the ESD	- rulers, stencils, pencils, erasers, paper, cutters, ink, paint -Video clips -KLB Visionary Art and Craft (2019) – Grade 4 ppls bk pg- 73 -Trs. Guide pg. .75	-Oral questions -Observation	

				c) Discuss about own and others' messages constructed by block letters.	-Display and talk about own and others short messages	message you communicate d important?			
	2	3.0 DESIGN, MIXED MEDIA AND TECHNOLOGY	Paper craft -Expandable folders	By the end of the sub-strand, the learner should be able to; -Observe samples of expandable folders from the actual/virtual environment. -Design an expandable folder for storing their artwork. -Discuss about own and others' expandable folders.	Learners are guided to -Observe and talk about samples of expandable folders from the actual/virtual environment to motivate them make their own -Identify appropriate tools and materials used in making an expandable folder from the learning environment. -Individually make an expandable folder to store artwork -Display and talk about own and others' work	How do folders look like?	- Sharp cutting tools, rulers, pencils, erasers, decorated fabric, adhesives - KLB Visionary Art and Craft (2019) – Grade 4 ppls bk pg-77 -Trs. Guide pg. 81.	-Oral questions -Observation	
7	1		-Paper craft Tye and Dyed expandable folders	By the end of the sub-strand, the learner should be able to; a) Observe folders enhanced using tie and dye technique from actual/virtual learning environment. b) Tie and dye a piece of cloth to be used in enhancing an expandable folder. c) Discuss about own and others' enhanced expandable folders.	Learners are guided to -Observe and identify folders enhanced using tie and dye technique to inspire them to make their own - Identify materials and tools to be used in making tie and dye. -Individually tie and dye a fabric to be used in enhancing an expandable folder for storing rtwork. -Display and talk about own and others' work.	How can you decorate a fabric using tye and dye method?	- Sharp cutting tools, rulers, pencils, erasers, decorated fabric, adhesives - KLB Visionary Art and Craft (2019) – Grade 4 ppls bk pg 76 -Trs. Guide pg. .83	Oral questions -Observation	
	2		Paper craft -Block printed expandable folder	By the end of the lesson, the learn should be able to; -Observe block prints from actual/virtual environments. -Create a block print pattern on a piece of cloth to be used in enhancing an expandable folder.	Learners are guided to; -Observe and identify block prints from actual/virtual environments to motivate them create their own. -Individually experiment with stamp making materials to create a block print pattern on a	How can we print repeat patterns?	- Sharp cutting tools, rulers, pencils, erasers, decorated fabric, adhesives -KLB Visionary Art and Craft (2019) – Grade 4 ppls bk pg- 90	Oral questions -Observation	

				-Discuss about own and others' enhanced expandable folders.	piece of cloth to be used in enhancing an expandable				
8	1	DESIGN, MIXED MEDIA AND TECHNOLOGY	Puppetry - Glove puppets	By the end of the sub-strand, the learner should be able to; a) Observe a glove puppet performance in an open window theatre. b) Make glove puppet characters with simple plots. c) Manipulate glove puppets in an open window theatre. d) Appreciate creating glove puppets and performing in an open window theatre.	Learners are guided to; -Observe and discuss a glove puppet performance by teacher and or resource person to motivate them in making their own. -Enhance old glove/sock (by painting, sticking, stitching etc) to create the characters chosen by the group. Practice manipulation of the hand puppets according to plot (story) agreed upon by the group members	-What materials and tools can we get from our environment to make glove puppets? -How can you use a glove puppet in entertainment?	-used socks, sticks/rods, found materials, cloth pieces, wires, nails, wood, cutting tools, adhesives, strings, saws, hammer -KLB Visionary Art and Craft (2019) – Grade 4 ppls bk pg- 103 -Trs. Guide pg. .104	Oral questions -Observation	
	2	DESIGN, MIXED MEDIA AND TECHNOLOGY	Puppetry 3.3.2.Stick/rod puppets	By the end of the sub-strand, the learner should be able to; - Observe actual/virtual stick /rod puppet performance in a doorway theatre. -Make animal-headed puppets mounted on stick/rod for creative performance. -Perform a show on a selected theme using animal-headed puppets mounted on stick/rod in a doorway theatre. - Appreciate creating stick/rod puppets and performing in a doorway theatre.	Learners are guided to; -Observe and discuss actual/virtual stick /rod puppet performance for motivation -Assemble materials and make animal- headed stick /rod puppets for creative performance in groups -Perform a show on a selected theme using the animal-headed puppets in a doorway theatre for enjoyment.	-What interesting thing should we base our performance with stick/rod puppets?	used socks, sticks/rods, found materials, cloth pieces, wires, nails, wood, cutting tools, adhesives, strings, saws, hammer -KLB Visionary Art and Craft (2019) – Grade 4 ppls bk pg- 103 -Trs. Guide pg. .109	Oral questions -Observation	
9	1	DESIGN, MIXED MEDIA AND TECHNOLOGY	-Photography -Elements of photograph	By the end of the sub-strand, the learner should be able to; a) Observe images and photographs from virtual and actual environment. b) Capture images using digital devices for application of the	Learners are guided to; -Observe and talk about images and photographs from virtual and actual environment -Observe elements of photography such as focus quality, appropriate background, view point,	-Why do we take photographs? -What are digital photographs? -What devices	Digital camera, mobile phones, tablets, internet, desk top computer, printers, printing paper, printing ink, printer -KLB Visionary Art and Craft (2019) – Grade 4 ppls bk pg- 104 -Trs. Guide pg. .115	Oral questions -Observation	

				elements of photography. c) Appreciate own and others’ photographic images.	appropriate lighting and placement of forms in the frame in groups as they capture images using digital devices from their surroundings -Display and talk about own and others’ work	can one use to take photographs?		
	2	PRESENTATION AND EXHIBITION	-Photography - Creating and naming folders	By the end of the sub-strand, the learner should be able to; - Discuss reasons for storing digital photographs in folders -Create and name folders for storing digital photographs -Appreciate the need for creation of folders in photography	Learners are guided to; • Discuss reasons for storing digital photographs • Create and name folders for storing digital photographs • Store digital photographs	-Why do we store photographs? -Where do we store digital photographs? - Digital camera, mobile phones, tablets, internet, desk top computer, printers, printing paper, printing ink, printer -KLB Visionary Art and Craft (2019) – Grade 4 pp106 -Trs. Guide pg. 119	Oral questions -Observation	
10	1	PRESENTATION AND EXHIBITION	-Mounting Artwork -Types and uses of Adhesives -Mounting 2 D artworks using matting technique	By the end of the sub-strand the learner should be able to; -Identify different types of adhesives used in mounting 2D artwork. -Mat mount 2D artwork for aesthetics and presentation purposes.	Learners are guided to; -Identify and experiment with different types of adhesives used in mounting 2D artwork. -Mount 2D artwork on using matting technique. -Display and talk about own and others’ work.	-What local adhesives are suitable for mounting -2D artworks? -What surfaces are suitable for mounting -2D artwork? woods, nails, hammers, saws, adhesives, papers, hard boards, soft boards, hessian, manilla, carton paper -KLB Visionary Art and Craft (2019) – Grade 4 pp121 -Trs. Guide pg. 122	Oral questions -Observation	
	2	PRESENTATION AND EXHIBITION	Exhibition skills Exhibiting 2D and 3D artwork	By the end of the sub-strand the learner should be able to; - Take a walk around the exhibition space noting the lighting and display surfaces -Select own 2D mounted and 3D artworks - Plan the arrangement of the selected artworks in the exhibition space -Display selected artworks on the exhibition space. -Appreciate own and others’ exhibited artworks	Learners are guided to; -Take a walk around the exhibition space noting the lighting, use of space and display surfaces. -Select from own 2D mounted and 3D artworks -Plan the arrangement of the selected artworks in the exhibition space -Display selected artworks in the exhibition area. -Talk about own and others’ displayed work.	-Why is it important to consider the direction of light when displaying artwork? -How should we prepare display surfaces for 2D and 3D artwork? woods, nails, hammers, saws, adhesives, papers, hard boards, soft boards, hessian, manilla, carton paper” -KLB Visionary Art and Craft (2019) – Grade 4 pp118 -Trs. Guide pg. 129	Oral questions -Observation	
11	-	Assessments						

