**GRADE THREE ART AND CRAFT TERM THREE**

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| **WE EK** | **LESS ON** | **STRAND S** | **S-STRAND** | **SPECIFIC LEARNING OUTCOMES** | **KEY INQURY QUESTIONS** | **LEARNING EXPERIENCES** | **LEARNING RESOURCES** | **ASSESSMEN T** | **REFLECTION** |
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| **1** | **1** | SCULP  TURE | Shakers | By the end of the sub strand,  the learner should be able to;  .a) Identify materials and tools from teacher’s collection to motivate them make their own. | What materials and  tools are used for constructing and assembling shakers? | In groups, learners to  observe samples of shakers  from teacher’s collection. In groups, learners to identify materials and tools  from teacher’s collection to motivate them make their own. | **Realia**  **charts** | **1.Observati**  **on**  **2.Oral questions** |  |
|  | 2 |  | Shakers | By the end of the sub strand,  the learner should be able to; a) Make simple shakers using local materials for playing | What instruments  do you use to accompany songs | Individually construct and  assemble shakers | **Realia**  **Charts** | **.Observatio**  **n**  **2.Oral questions** |  |
| 2 | 1 |  | **Propeller**  **s** | By the end of the sub strand,  the learner should be able to; Observe samples of propellers from teacher’s samples and or from digital media.  b) Identify materials and tools from teacher’s collection to motivate them make their own. and play with them | What materials can  be used for constructing and assembling propellers | In groups, learners to  observe samples of propellers from teacher’s samples and or from digital media.  In groups to identify materials and tools from teacher’s collection to motivate them make their own | **Realia**  **Charts** | **.Observatio**  **n**  **2.Oral questions** |  |
|  | 2 |  | **Propeller s** | By the end of the sub strand, the learner should be able to; ) Make simple propellers using  local materials for playing | Is it possible to get a resource person to teach the learners on  how to make propellers | Individually construct and assemble propellers  In groups, learners to have  fun and enjoy as they play with their propellers | **Realia charts** | Observation |  |

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| 3 | 1 | **Weavin g** | Plain  Weaving on a Serrated Card Loom | By the end of the sub strand,  the learner should be able to;  a) Observe woven items from teacher’s collection and or from digital media.  b) Identify the tools and  materials used in weaving on a serrated card loom in the environment | How do we identify  materials used in  serrated loom weaving?  ? | Guide learners to observe woven items from teacher’s collection and or from digital media.  In groups, learners to identify the tools and materials used in weaving  on a serrated card loom.  . | **Realia**  **Charts** | **.Observatio**  **n**  **2.Oral questions** |  |
|  | 2 |  | Plain  Weaving on a Serrated Card Loom | By the end of the sub strand,  the learner should be able to; Plain weave a three coloured  table mat using a serrated loom  for self-expression | How can one make a  serrated card loom? | Individually plain weave a  three coloured table mat on a serrated loom  Learners to display and  talk about their own and others work | **Realia**  **Charts** | **.Observatio**  **n**  **2.Oral questions** |  |
| 4 | 1-2 |  | Plain Weaving on  A Dowel  Loom | By the end of the sub strand, the learner should be able to; a) Observe woven items from  teacher’s collection and or from  digital media. | How do we identify materials used in dowel loom weaving | Guide learners to observe woven items from teacher’s collection and or from  digital media.  In groups, learners to identify the tools and materials used in weaving | **Realia**  **Charts** | **.Observatio n**  **2.Oral questions** |  |
| 5 | 1-2 |  | Plain  Weaving  on  A Dowel  Loom | By the end of the sub strand,  the learner should be able to;  Identify the tools and materials used in weaving on a dowel loom in the environment | . What is the process  of weaving on a  dowel loom? | In groups, learners to  identify the tools and materials used in weaving  on a dowel loom | **Realia**  **charts** | **.Observatio**  **n**  **2.Oral**  **questions** |  |
| 6 | 1-2 | **Paper**  Craft | Combine  d paper craft | By the end of the sub strand,  the learner should be able to; Observe a hat made using combined paper craft technique from the teacher’s samples to | What materials can  be used to make hats? | In a group, learners to be  guided in observing a hat made using combined paper craft technique from the teacher’s samples to help in | **Realia**  **Charts** | **.Observatio**  **n**  **2.Oral questions** |  |

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|  |  |  | technique s | help in making their own. |  | making their own. |  |  |  |
| 7 | 1-2 |  | Combine  d paper craft technique s | By the end of the sub strand, the learner should be able to;  Make a hat using combined  paper craft techniques for self- expression. | . How do we make hats using combined  technique s of paper  craft | Individually, learner to make a hat using a  combined of paper craft  techniques to develop a sense of confidence | **Realia**  **Charts** | **.Observatio n**  **2.Oral questions** |  |
| 8 | 1-2 |  | Combine  d paper craft technique s | By the end of the sub strand,  the learner should be able to;  Observe a hat made using combined and make one of their own | How do we make  hats using combined technique s of paper craft | In a group, learners to be  guided in observing a hat made using combined paper craft technique from the teacher’s samples to help | **Realia**  **Charts** | **.Observatio**  **n**  **2.Oral**  **questions**  **3.written**  **questions** |  |
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