**PP2 ART SCHEME OF WORK TERM THREE**

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| W EE K | LE SS O N | STRAND | SUB STRAND | SPECIFIC LEARNING OUTCOMES | KEY INQURY QUESTION | CORE COMPETENCE | VALUES | LEARNING EXPERIENCES | LEARNING RESOURCE | ASSESSEMEN T | REFLECTION |
| 1 | 1 | **PAPER CRAFT** | **Weaving** | By the end of the lessons the learner should be able to;  identify materials for weaving | What are some of the tools used in  weaving | Critical thinking Communication and collaboration | Unity Peace humility | Identify materials for weaving | Realia charts | Observation Oral questions |  |
|  | 2 |  | **Weaving** | By the end of the lessons the learner should be able to;  make weaves using paper for creativity | What are some of the tools used in  weaving | Critical thinking Communication and collaboration | Unity Peace humility | Learners to weave simple item using twining technique | Realia charts | Observation Oral questions |  |
| 2 | 1 |  | **Weaving** | By the end of the lessons the learner  should be able to;  make weaves using paper for creativity | What are some of the  tools used in  weaving | Critical thinking Communication and collaboration | Unity Peace humility | Learners to weave simple item using  twining technique | Realia charts | Observation Oral questions |  |
|  | 2 |  | **Weaving** | By the end of the  lessons the learner should be able to;  appreciate the use of local materials for making woven articles | What are  some of the tools used in  weaving | Critical thinking Communication and  collaboration | Unity  Peace humility | Guide learners to  display work and share comments | Realia  charts | Observation  Oral questions |  |

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| 3 | 1 | CONSTR UCTION | **3- Dimension al forms** | By the end of the lessons the learner should be able to; identify materials  for construction | What materials are used for construction | Critical thinking Communication and collaboration | Unity Peace humility | Guide learners to identify materials for construction | Realia charts | Observation Oral questions |  |
|  | 2 |  | **3-**  **Dimension al forms** | By the end of the  lessons the learner should be able to; create forms in 3-d using locally  found materials for innovation | What  materials are used for construction | Critical thinking  Communication and collaboration | Unity  Peace humility | Learners could be  guided to observe  3-D objects from laptop and mobile phone  Guide learners make 3D forms | Realia  charts | Observation  Oral questions |  |
| 4 | 1 |  | **3- Dimension al forms**  **3-**  **Dimension al forms** | By the end of the lessons the learner should be able to; handling  construction materials for exploration and enjoyment | What materials are used for construction | Critical thinking Communication and collaboration | Unity Peace humility | Learners could be guided to observe  3-D objects from laptop and mobile  phone  Guide learners make 3D forms | Realia charts | Observation Oral questions |  |
|  | 2 |  | **3-**  **Dimension al forms** | By the end of the  lessons the learner should be able to; appreciate self and others work | What  materials are used for construction | Critical thinking  Communication  and collaboration | Unity  Peace  humility | Learners appreciate  self and others work | Realia  charts | Observation  Oral  questions |  |

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| 5 | 1 | **ORNAM ENTS** | **Beading** | By the end of the  lessons the learner  should be able to; identify locally available materials for beading | Which  materials do  we use for beading | Critical thinking  Communication  and collaboration | Unity  Peace  humility | Guide learners to  identify locally  available materials for beading | Realia  charts | Observation  Oral  questions |  |
|  | 2 |  | **Beading** | By the end of the  lessons the learner  should be able to; make an item using coloured beads for creativity | Which  materials do  we use for beading | Critical thinking  Communication  and collaboration | Unity  Peace  humility | Guide learners to  thread the beads in  sequence to come up with prescribed ornament | Realia  charts | Observation  Oral  questions |  |
| 6 | 1 |  | **Beading** | By the end of the lessons the learner should be able to; make an item  using coloured beads for creativity | Which materials do we use for beading | Critical thinking Communication and collaboration | Unity Peace humility | Guide learners to thread the beads in sequence to come up with prescribed  ornament | Realia charts | Observation Oral questions |  |
|  | 2 |  | **Beading** | By the end of the lessons the learner should be able to;  appreciate self and others work | Which materials do we use for  beading | Critical thinking Communication and collaboration | Unity Peace humility | Guide learners to  appreciate self and others work | Realia charts | Observation Oral questions |  |
| 7 | 1 |  | **Bracelets** | By the end of the lessons the learner should be able to;  identify local | What do you use to strung the beads | Critical thinking Communication and collaboration | Unity Peace humility | Guide learners to identify locally available materials  for making | Realia charts | Observation Oral questions |  |

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|  |  |  |  | materials for making bracelets |  |  |  | bracelets. |  |  |  |
|  | 2 |  | **Bracelets** | By the end of the lessons the learner should be able to; make and decorate  bracelets for friendship | What do you use to strung the beads | Critical thinking Communication and collaboration | Unity Peace humility | Guide learners to decorate bracelets using techniques of their choice | Realia charts | Observation Oral questions |  |
| 8 | 1 |  | **Bracelets** | By the end of the lessons the learner should be able to; make and decorate  bracelets for friendship | What do you use to strung the beads | Critical thinking Communication and collaboration | Unity Peace humility | Guide learners to decorate bracelets using techniques of their choice | Realia charts | Observation Oral questions |  |
|  | 2 |  | **Bracelets** | By the end of the lessons the learner should be able to;  making bracelets for enjoyment | What do you use to strung the beads | Critical thinking Communication and collaboration | Unity Peace humility | Guide learners to decorate bracelets using techniques of  their choice | Realia charts | Observation Oral questions |  |
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