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| NAME |  |
| TSC NO. |  |
| SCHOOL |  |

**ART AND CRAFT SCHEME OF WORK GRADE 4 TERM ONE**

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| **Week** | **Lesson** | **Strand** | **Sub strand** | **Specific learning outcomes** | **Key inquiry questions** | **Learning experiences** | **Learning resources** | **Assessment** | **Remarks** |
| **1** | **1** | **PICTURE****MAKING** | **Drawing** Smudge technique | By the end of the sub-strand, the learner should be able to;Observe actual /virtual samples of value gradation strips to help them create their own | Why dosome parts of an object look light or dark? | Observe and identify actual/virtual samplesof value gradation strips to motivate them create their own. Identify samples of dry media | charcoal, colored chalk, pastels, burnt sticks, pencils, coloredpencils), paper, sharpeners, eraser. Grade 4 learners bk. KLB visionary pg1 |  |  |
|  | **2** | **PICTURE****MAKING** | **Drawing** Smudge technique | By the end of the sub-strand, the learner should be able to;Create value gradation strips in dry mediathrough smudge technique to show light and darkgradation | What ways can one useto create valuegradation effect when smudging with dry media? | Experiment individually with a variety of drymedia to create value gradation strips usingsmudge technique | charcoal, colored chalk,pastels, burnt sticks, pencils,colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg2 |  |  |
|  | **3** | **PICTURE****MAKING** | **Drawing** Smudge technique | By the end of the sub-strand, the learner should be able to;Create value gradation strips in dry mediathrough smudge techniqueto show light and dark gradation | What ways can one useto createvalue gradation effect when smudging with dry media? | Experiment individually with a variety of drymedia to create valuegradation strips using smudge technique | charcoal, colored chalk,pastels, burntsticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary |  |  |

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|  |  |  |  |  |  |  | pg. 3 and 4 |  |  |
| **2** | **1** | **PICTURE****MAKING** | **Drawing**Smudge technique | By the end of the sub-strand, the learner should be able to;Talk about own andothers’ gradation strips | What wayscan one use to createvalue gradation effect when smudging with dry media? | Display and talk aboutown and others’ work | charcoal,colored chalk, pastels, burntsticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg. 5 and 6 |  |  |
|  | **2** | **PICTURE****MAKING** | Still-lifedrawing(smudge technique | By the end of the sub-strand, the learner should be able to;Observe a still life set upfor motivation in creationof own composition | Why aresome parts of an object in a still life composition not seen by all? | Observe and discussa still life set up to motivate them draw their own. | charcoal,colored chalk,pastels, burnt sticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg. 7 |  |  |
|  | **3** | **PICTURE****MAKING** | Still-lifedrawing (smudge technique | By the end of the sub-strand, the learner should be able to;Create a still lifecomposition using smudge technique to show light and dark gradation.Talk about own and others’ still life compositions | How can onecreate light and dark effect on object drawn usingsmudge technique? | Individually draw andcreate value gradation in a still life arrangement of two objects using smudge technique, (choosing from; tin, bottle, bowl or pot).Display and talk aboutown and others’ drawings | charcoal,colored chalk, pastels, burnt sticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk.KLB visionary pg. 8 |  |  |

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| **3** | **1** | **PICTURE****MAKING** | Still-life drawing (smudgetechnique | By the end of the sub-strand, the learner should be able to;Create a still lifecomposition using smudge technique to show light and dark gradation.Talk about own and others’ still life compositions | How can one create light and darkeffect on object drawnusing smudge technique? | Individually draw andcreate value gradation in a still lifearrangement of two objects using smudge technique, (choosing from; tin, bottle, bowl or pot).Display and talk aboutown and others’ drawings | charcoal, colored chalk, pastels, burntsticks, pencils, coloredpencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg. 9 and 10 |  |  |
|  | **2** | **PICTURE****MAKING** | Human forms(smudge technique | By the end of the sub-strand, the learner should be able to;Observe each other’sbody features for motivation in drawing the human form | Why dosome parts of an object appeardarker orlighter? | Observe and identifyeach other’s body features for motivation in drawing the human form | charcoal,colored chalk, pastels, burnt sticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg. 11 |  |  |
|  | **3** | **PICTURE****MAKING** | Human forms (smudge technique | By the end of the sub- strand, the learner should be able toDraw human formsfrom memory and create value gradation using smudge technique for self-expression.Talk about own and others’ drawings of human forms | Why dosome parts of an object appeardarker or lighter? | Individually drawhuman forms from memory and create value gradation through smudge technique.Display and talk aboutown and others’ work. | charcoal, colored chalk, pastels, burnt sticks, pencils,colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg. 12 |  |  |
| **4** | **1** | **PICTURE****MAKING** | Human forms(smudge technique | By the end of the sub- strand, the learner should be able to | Why dosome parts of an object | Individually drawhuman forms from memory and create | charcoal, colored chalk,pastels, burnt |  |  |

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|  |  |  |  | Draw human formsfrom memory and create value gradation using smudge technique for self-expression.Talk about own andothers’ drawings ofhuman forms | appear darker or lighter? | value gradationthrough smudge technique.Display and talk aboutown and others’ work. | sticks, pencils, colored pencils), paper,sharpeners, eraser Grade 4learners bk. KLB visionary pg. 13 and 14 |  |  |
|  | **2** | **PICTURE****MAKING** | Pictorialcomposition in crayon etching | By the end of the sub-strand the learner should be able to;Observe actual or virtualpictorial compositions created using crayon etching technique | Why isoil-based ink/paint used to cover the waxy crayons? | Observe and discuss actual or virtual pictorial compositions created using crayon etching technique | charcoal,colored chalk, pastels, burnt sticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg. 15 |  |  |
|  | **3** | **PICTURE****MAKING** | Pictorial composition in crayon etching | By the end of the sub- strand, the learner should be able to Create a pictorialcomposition using crayonetching technique for self-expressionTalk about own and others’ crayon etching composition | What is theimportance of using bright colors in crayon etching? | Identify and name materials and tools used in crayon etching compositions in groups | charcoal, colored chalk, pastels, burntsticks, pencils,colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg.16,17,18,19,20&21 |  |  |
| **5** | **1** | **PICTURE****MAKING** | **Painting**Tonal variation strip | By the end of the sub-strand, the learner should be able to;Observe samples of black | What changein color can you see on the gradation | Observe and distinguish black and white tonalvariation strips from the actual and or virtual | charcoal,colored chalk, pastels, burnt sticks, pencils, |  |  |

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|  |  |  |  | and white tonal variation/gradation strips, from the actual and orvirtual learning environment | paper strip? | learning environment.Experiment in groups with black and white in creating tonal variation strips. | colored pencils), paper, sharpeners,eraser Grade 4 learners bk.KLB visionary pg. 22 |  |  |
|  | **2** | **PICTURE****MAKING** | **Painting** Tonal variation strip | By the end of the sub-strand, the learner should be able to; Create black and white tonal variation strips to show effect of light and dark.Talk about their own andothers’ tonal variationstrips. | How best should one add black toanother colorwhen toning a color? | Individually createtonal variation strips. Display and talk about own and others’ tonal variation strips | charcoal, colored chalk, pastels, burntsticks, pencils,colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg.23,24,25,26,27& 28 |  |  |
|  | **3** | **PICTURE****MAKING** | **Painting**Tonal value using white | By the end of the sub-strand, the learner should be able to; Observe actual/virtual pictures of cylindric forms with tonal values created in white and another color | Whathappens when you add white to another color? | Learners are guided to;Observe and identify actual /virtual pictures of cylindrical forms with ton values created in white and another color tomotivate them create their own. | charcoal,colored chalk, pastels, burnt sticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg.29 |  |  |
| **6** | **1** | **PICTURE****MAKING** | **Painting** Tonal value using white | By the end of thesub-strand, the learner should be able to; | Why dosome parts of the cylinderlook lighter | Experimentindividually with white and another color to create tonal value on | charcoal, colored chalk, pastels, burntsticks, pencils, |  |  |

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|  |  |  |  | Create tonal value on cylindrical forms usingwhite and another color to show light and dark effect.Talk about the effect of adding white to another color | than other when painting? | cylindrical formsDisplay and talk aboutown and others’ work | colored pencils), paper, sharpeners,eraser Grade 4 learners bk.KLB visionary pg.31-33 |  |  |
|  | **2** | **PICTURE****MAKING** | Tonal valueusing black | By the end of thesub-strand, the learner should be able to;Observe actual/virtual pictures of simple 2-Dobjects in the locality | What effectdo you get when you add black toanother color | Observe and identify actual /virtual pictures ofcylindrical forms with ton values created in blackand another color tomotivate them create their own. | charcoal,colored chalk,pastels, burnt sticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg.34 |  |  |
|  | **3** | **PICTURE****MAKING** | Tonal valueusing black | By the end of thesub-strand, the learner should be able to;Create tonal value on cylindrical forms using black and another color to show light and dark effect | What effectdo you get when you add black to another color? | Observe and identify actual /virtual pictures ofcylindrical forms with ton values created in blackand another color to motivate them create their own. | charcoal,colored chalk, pastels, burnt sticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg.35 |  |  |
| **7** | **1** | **PICTURE****MAKING** | Tonal valueusing black | By the end of thesub-strand, the | Whyshouldn’tone add too | Display and talk aboutown and others’ work. | charcoal, colored chalk,pastels, burnt |  |  |

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|  |  |  |  | learner should beable to;Discuss the effect of adding black to another color. | much black to another color whentoning? |  | sticks, pencils, colored pencils), paper,sharpeners, eraserKLB visionary pg.37,38 & 39 |  |  |
|  | **2** | **PICTURE****MAKING** | Cutting, andpasting techniques | By the end of the sub-strand, the learner should be able to;Observe virtual samplesof montage in order toto create their own | Which ofthe foods you like to eat can make a balanced diet? | Observe and give views on teacher’s and/or virtual samples of montage | charcoal, colored chalk, pastels, burntsticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg.40 |  |  |
|  | **3** | **PICTURE****MAKING** | Cutting, andpasting techniques | By the end of thesub-strand, the learner should be able to;Create montage composition based on theme of foods and nutrition. | Which ofthe foods you like to eat can make a balanced diet? | Cut and paste pictureson theme of food to create a montage composition of a balanced diet | charcoal,colored chalk, pastels, burnt sticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg.41 |  |  |
| **8** | **1** | **PICTURE****MAKING** | Cutting, andpasting techniques | By the end of thesub-strand, the learner should be able to; | What local adhesives can be usedto stick cut- | Display and talk aboutown and others’ work. | charcoal, colored chalk, pastels, burntsticks, pencils, |  |  |

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|  |  |  |  | Appreciate own andothers’ montage pictures. | out pictures on the paper |  | colored pencils), paper, sharpeners,eraser Grade 4 learners bk.KLB visionary pg.43& 44 |  |  |
|  | **2** | **INDIGENO****US KENYAN CRAFTS** | TraditionalTwine 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 | How can weto prepare fibres from these plants in readiness for weaving? | Interact with teacher’s actual/ virtual samples and or communityresource person’s twined items for motivation to weave | Paint, paper, brushes, water containersClay, water, firewood, match box, incising tools, grog Grade 4 learners bk. KLB visionary pg.46 |  |  |
|  | **3** | **INDIGENO****US KENYAN CRAFTS** | TraditionalTwine technique | By the end of thesub-strand, the learner should be able to;Weave functional circular items with plant fibres using traditional twine technique | How can weto prepare fibres from these plants in readiness for weaving? | Select and prepare plantfibres from the locality for twine weaving | Paint, paper,brushes, water containers Clay, water, firewood, match box, incising tools, grog Grade 4 learners bk. KLB visionary pg.47 &48 |  |  |
| **9** | **1** | **INDIGENO****US KENYAN** | TraditionalTwine technique | By the end of thesub-strand, the learner should be able to; | How do we interlace the wefts aroundthe warp in | Weave functionalitems with natural fibres using twinning technique | Paint, paper, brushes, water containersClay, water, |  |  |

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|  |  | **CRAFTS** |  | Appreciate own andothers’ woven items. | twining? | Display and talk aboutown and others’ work. | firewood, match box, incising tools,grog Grade 4 learners bk.KLB visionary pg.49 & 50 |  |  |
|  | **2** | **INDIGENO****US KENYAN CRAFTS** | **Leatherwork** Thonging technique | By the end of the sub- strand, the learner should be able to;Interact with actual/virtual samples and select leather items made by thonging | Whichanimals in our locality give us hides and skins? | Interact with teacher’sactual/virtual samples and or community resource person’s select leather items made by thonging for motivation to make their own | Paint, paper, brushes, water containersClay, water, firewood, match box, incising tools, grog Grade 4 learners bk. KLB visionary pg.51 |  |  |
|  | **3** | **INDIGENO****US KENYAN CRAFTS** | **Leatherwork** Thonging technique | By the end of thesub-strand, the learner should be able to; Make a simple drum using thonging technique Appreciate own andothers’ drums | Where canone getleather for re- use in ourlocality? | Select materials and toolsused in thonging technique | Paint, paper,brushes, water containers Clay, water, firewood, match box, incising tools, grog Grade 4 learners bk. KLB visionary pg.54 |  |  |
| **10** | **CONTINOUS ASSESSMENT TEST** |