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| **WK** | **Ls n** | **Strand/The me** | **Sub strand** | **Specific learning outcomes** | **Key inquiry****Questions** | **Learning experiences** | **Learning****Resources** | **Assessment methods** | **Ref l** |
| **1** | **1** | **PICTURE MAKING TECHNIQUE S** | **Drawing –**still life drawing | By the end of the sub strandthe learner should be able toa. Observe actual and virtual samples of still lifecompositionsb. Define the term still life drawingc. Talk about own and othersstill life compositions | How do one create3D effect in drawing using smudging?How does one create texture in drawing?What determines the paper layout in still life drawing? | The learner is guided:- In groups to observe actualand virtual samples of still life compositions- Individually create a stilllife comprising of assorted fruits (three) using smudgetechnique to show light anddark effect with emphasis on the following principles: *Balance, proportion, rhythm and movement*- **Elements of art**: *Line,**Texture, Value, form*- Talk about own and others still life compositions. | Card making,creating paintings, puppetry andanimation, photo stories. |  Question and answerPortfolioDiscussion, ObservationDemonstration |  |
|  | **2** |  | **Drawing –**still life drawing | By the end of the sub strandthe learner should be able toa. Observe actual and virtual samples of still life compositionsb. Define the term still life drawingc. Talk about own and others still life compositions | How do one create3D effect in drawing using smudging?How does one create texture in drawing?What determines the paper layout in still life drawing? | The learner is guided:- In groups to observe actual and virtual samples of stilllife compositions- Individually create a still life comprising of assortedfruits (three) using smudge technique to show light anddark effect with emphasis on the following principles:*Balance, proportion,**rhythm and movement*- **Elements of art**: *Line, Texture, Value, form*- Talk about own and others still life compositions. | Card making,creating paintings, puppetry andanimation, photostories. |  Question and answerPortfolioDiscussion, Observation Demonstration |  |
| **2** | **1** |  | **Drawing –**still life drawing | By the end of the sub strandthe learner should be able to a. State the elements of art | How do one create3D effect in drawing using smudging? | The learner is guided: | Card making,creating paintings, puppetry and |  Question and answerPortfolio |  |

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|  |  |  |  | b. Create a still lifecomposition technique to show light and dark effectc. Talk about own and others still life compositionsd. Appreciate the importance of drawing | How does one create texture in drawing?What determines the paper layout in still life drawing? | - In groups to observe actualand virtual samples of still life compositions- Individually create a still life comprising of assortedfruits (three) using smudge technique to show light and dark effect with emphasison the following principles:*Balance, proportion, rhythm and movement*- **Elements of art**: *Line,**Texture, Value, form*- Talk about own and others still life compositions. | animation, photostories. | Discussion,ObservationDemonstration |  |
|  | **2** |  | **Drawing –**still life drawing | By the end of the sub strandthe learner should be able to a. State the elements of artb. Create a still life compositiontechnique to show light and dark effectc. Talk about own and others still life compositionsd. Appreciate the importance ofdrawing | How do one create3D effect in drawing using smudging?How does one create texture in drawing?What determines the paper layout in still life drawing? | The learner is guided:- In groups to observe actualand virtual samples of still life compositions- Individually create a still life comprising of assorted fruits (three) using smudgetechnique to show light and dark effect with emphasison the following principles: *Balance, proportion, rhythm and movement*- **Elements of art**: *Line, Texture, Value, form*- Talk about own and others still life compositions. | Card making,creating paintings, puppetry and animation, photo stories. |  Question and answer PortfolioDiscussion,ObservationDemonstration |  |
| **3** | **1** |  | **Cross hatching****technique** | By the end of the sub strandthe learner should be able toa. Observe and identify actual or virtual samples of cross hatching techniques used in drawing cylindrical formsb. Draw two overlapped cylindrical forms and shadeusing cross hatchingtechnique to create light and dark effect.c. Appreciate own and others work | How do you overlapobjects when drawing?What is the effect of cross hatching lines- Closely?- Sparsely? | The learner is guided:- In groups to observe andidentify samples of cross hatching techniques used in drawing cylindrical forms.- Individually to draw two overlapping cylindricalforms from memory with emphasis on:- *Uses of space*- *Balance forms*- *Proportion of forms*- *Variation of lines* | Card making,creating paintings, puppetry andanimation, photostories. |  Question and answerPortfolioDiscussion, Observation Demonstration |  |

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|  | **2** |  | **Cross hatching technique** | By the end of the sub strandthe learner should be able toa. Observe and identify actual or virtual samples of crosshatching techniques used indrawing cylindrical forms b. Draw two overlappedcylindrical forms and shadeusing cross hatching technique to create light and dark effect.c. Appreciate own and others work | How do you overlapobjects when drawing?What is the effect of cross hatching lines- Closely?- Sparsely? | The learner is guided:- In groups to observe andidentify samples of cross hatching techniques used in drawing cylindrical forms.- Individually to draw two overlapping cylindricalforms from memory with emphasis on:- *Uses of space*- *Balance forms*- *Proportion of forms*- *Variation of lines* | Card making,creating paintings, puppetry andanimation, photo stories. |  Question and answerPortfolioDiscussion, ObservationDemonstration |  |
| **4** | **1** |  | **Cross hatching****technique** | By the end of the sub strandthe learner should be able to a. State the effects of crosshatchingb. Use varied lines to create light and dark effect on cylindrical forms by crosshatchingc. Appreciate own and others work | How do you overlapobjects when drawing?What is the effect of cross hatching lines- Closely?- Sparsely? | The learner is guided:- To use varied lines in creating light and darkeffect on the cylindrical forms by cross hatching:- Closely spaced lines fordark effect- Scarcely spaced lines for light effect.- Display and discuss own and others’ work | Card making,creating paintings, puppetry and animation, photo stories. |  Question and answer PortfolioDiscussion,ObservationDemonstration |  |
|  | **2** |  | **Cross hatching technique** | By the end of the sub strandthe learner should be able to a. State the effects of crosshatchingb. Use varied lines to create light and dark effect on cylindrical forms by crosshatchingc. Appreciate own and others work | How do you overlapobjects when drawing?What is the effect of cross hatching lines- Closely?- Sparsely? | The learner is guided:- To use varied lines increating light and dark effect on the cylindricalforms by cross hatching:- Closely spaced lines for dark effect- Scarcely spaced lines for light effect.- Display and discuss own and others’ work | Card making,creating paintings, puppetry andanimation, photo stories. |  Question and answerPortfolioDiscussion, ObservationDemonstration |  |
| **5** | **1** |  | **Crayon etching: Making wax crayons –**pictorial composition | By the end of the sub strandthe learner should be able toa. Identify samples of crayon etching compositions in theactual or virtual environment b. Make wax crayons usingbees wax or paraffin wax and pigment to use increating crayon etched pictorial compositions | What can you use toscratch off ink/printin crayon etching?How can you create depth in crayon etching?How can one overlay in crayon etching? | Learners guided:- In groups to observe andidentify crayon etched samples in the physical andvirtual environment.- In groups to make crayons using bees wax or paraffinwax and pigment.- Individually create a simple pictorial composition using | Card making,creating paintings,puppetry and animation, photostories. |  Question and answer PortfolioDiscussion, ObservationDemonstration |  |

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|  |  |  |  | c. Appraise own and others’artwork | How can one make wax crayons using locally available materials? | the prepared crayons,Indian ink or black pigment.- |  |  |  |
|  | **2** |  | **Crayon etching: Making wax crayons –**pictorial composition | By the end of the sub strandthe learner should be able toa. Identify samples of crayonetching compositions in the actual or virtual environmentb. Make wax crayons using bees wax or paraffin wax and pigment to use in creating crayon etched pictorial compositionsc. Appraise own and others’artwork | What can you use toscratch off ink/print in crayon etching?How can you create depth in crayon etching?How can one overlay in crayon etching?How can one make wax crayons using locally available materials? | Learners guided:- In groups to observe andidentify crayon etched samples in the physical andvirtual environment.- In groups to make crayons using bees wax or paraffin wax and pigment.- Individually create a simple pictorial composition usingthe prepared crayons,Indian ink or black pigment.- | Card making,creating paintings, puppetry andanimation, photo stories. |  Question and answerPortfolioDiscussion, ObservationDemonstration |  |
| **6** | **1** |  | **Crayon etching:****Making wax crayons –**pictorial composition | By the end of the sub strandthe learner should be able toa. Make wax crayons using bees wax or paraffin wax and pigment to use in creating crayon etched pictorial compositionsb. Create a crayon etched pictorial composition for self- expressions.c. Appraise own and others’artwork | What can you use toscratch off ink/print in crayon etching?How can you create depth in crayon etching?How can one overlay in crayon etching?How can one make wax crayons using locally available materials? | Learners guided:- In groups to observe andidentify crayon etched samples in the physical and virtual environment.- In groups to make crayons using bees wax or paraffinwax and pigment.- Individually create a simple pictorial composition using the prepared crayons,Indian ink or black pigment.- | Card making,creating paintings, puppetry andanimation, photostories. |  Question and answerPortfolioDiscussion, Observation Demonstration |  |
|  | **2** |  | **Crayon etching:****Making wax crayons –**pictorial composition | By the end of the sub strandthe learner should be able toa. Make wax crayons using bees wax or paraffin wax and pigment to use in creating crayon etched pictorial compositionsb. Create a crayon etched pictorial composition for self- expressions. | What can you use toscratch off ink/print in crayon etching?How can you create depth in crayon etching?How can one overlay in crayon etching? | Learners guided:- In groups to observe and identify crayon etchedsamples in the physical and virtual environment.- In groups to make crayonsusing bees wax or paraffin wax and pigment.- Individually create a simple pictorial composition using | Card making,creating paintings, puppetry andanimation, photostories. |  Question and answerPortfolioDiscussion, Observation Demonstration |  |

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|  |  |  |  | c. Appraise own and others’artwork | How can one make wax crayons using locally available materials? | the prepared crayons,Indian ink or black pigment.- |  |  |  |
| **7** | **1** |  | **Painting:**Colour classification | By the end of the sub strandthe learner should be able toa. Identify actual and virtual samples of primary,secondary and tertiarycolours on a colour wheel. b. Mix two primary coloursproportionately to get asecondary colourc. Critique own and others work | How do you create asecondary colour?How do you create a tertiary colour?In which order do you name tertiary colours | Learner guided to:- In groups to identify actualand virtual samples of primary, secondary andtertiary colours on a colour.- Individually mix two primary colours proportionately to get a secondary colour as follows:*Red + yellow = Orange Yellow + Blue = Green Blue + Red = Violet*- | Card making,creating paintings, puppetry andanimation, photo stories. |  Question and answerPortfolioDiscussion, ObservationDemonstration |  |
|  | **2** |  | **Painting:**Colour classification | By the end of the sub strandthe learner should be able to a. Identify actual and virtualsamples of primary,secondary and tertiary colours on a colour wheel.b. Mix two primary coloursproportionately to get a secondary colourc. Critique own and others work | How do you create asecondary colour?How do you create a tertiary colour?In which order do you name tertiary colours | Learner guided to:- In groups to identify actualand virtual samples of primary, secondary and tertiary colours on a colour.- Individually mix two primary colours proportionately toget asecondary colour as follows:*Red + yellow = Orange Yellow + Blue = Green Blue + Red = Violet* | Card making,creating paintings, puppetry andanimation, photostories. |  Question and answerPortfolioDiscussion, Observation Demonstration |  |
| **8** | **1** |  | **Painting:**Colour classification | By the end of the sub strandthe learner should be able to a. Mix two primary coloursproportionately to get asecondary colourb. Draw and paint a colour wheel to show primarycolours.c. Critique own and others work | How do you create asecondary colour?How do you create a tertiary colour?In which order do you name tertiary colours | Learner guided to:- In groups to identify actualand virtual samples of primary, secondary and tertiary colours on a colour.- Individually mix two primary coloursproportionately to get a secondary colour asfollows:*Red + yellow = Orange Yellow + Blue = Green Blue + Red = Violet* | Card making,Creatingpaintings, puppetry and animation, photo stories. |  Question and answer PortfolioDiscussion, ObservationDemonstration |  |

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|  | **2** |  | **Painting:**Colour classification | By the end of the sub strandthe learner should be able to a. Identify actual and virtualsamples of primary, secondary and tertiarycolours on a colour wheel.b. Mix a primary and secondary colour proportionately to geta tertiary colour.c. Critique own and others work | How do you create asecondary colour?How do you create a tertiary colour?In which order do you name tertiary colours | - Mix a primary and asecondary colour proportionately to get atertiary colour as follows:*Red + Orange = Red-Orange**Yellow + Green= Yellow-Green**Red + Violet= Red-Violet*- Draw and paint a colour wheel to show primary,secondary and tertiarycolours- Display and critique their own other’s work/ | Card making,creating paintings, puppetry andanimation, photo stories. |  Question and answerPortfolioDiscussion, ObservationDemonstration |  |
| **9** | **1** | **PICTURE MAKING TECHNIQUE****S** | **Painting:**Colour classification | By the end of the sub strandthe learner should be able to a. Identify actual and virtualsamples of primary,secondary and tertiary colours on a colour wheel.b. Mix a primary and secondary colour proportionately to get a tertiary colour.c. Critique own and others work | How do you create asecondary colour?How do you create a tertiary colour?In which order do you name tertiary colours | - Mix a primary and asecondary colour proportionately to get a tertiary colour as follows:*Red + Orange = Red-Orange**Yellow + Green= Yellow-Green**Red + Violet= Red-Violet*- Draw and paint a colour wheel to show primary,secondary and tertiary coloursDisplay and critique their ownother’s work/ | Card making,creating paintings, puppetry and animation, photo stories. |  Question and answer PortfolioDiscussion,ObservationDemonstration |  |
|  | **2** |  | **Painting:**Colour classification | By the end of the sub strandthe learner should be able toa. Mix a primary and secondary colour proportionately to geta tertiary colour.b. Draw and paint a colour wheel to show primary, secondary and tertiarycolours.c. Critique own and others work | How do you create asecondary colour?How do you create a tertiary colour?In which order do you name tertiary colours | - Mix a primary and asecondary colour proportionately to get atertiary colour as follows:*Red + Orange = Red-Orange**Yellow + Green= Yellow-Green**Red + Violet= Red-Violet*- Draw and paint a colour wheel to show primary, secondary and tertiary colours- Display and critique their ownother’s work/ | Card making,creating paintings, puppetry andanimation, photo stories. |  Question andanswer Portfolio Discussion, Observation Demonstration |  |
| **10** | **ASSESSMENT** |