GRADE ONE ART SCHEME OF WORK TERM THREE

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| WE EK | LESSO N | STRAND | SUB STRAND | SPECIFIC LEARNING OUTCOMES | KEY INQUARY QUESTIONS | LEARNING EXPERIENCES | LEARNING RESOURCES | ASSESSMENT | REFLECTION |
| 1 | 1 | **Sculpture** | **Toys** | By the end of the of the lesson the learner should be able identify toys, locally available materials and tools for making toys at Inquiry Corner for motivation | What toys have you seen in class’ Inquiry Corner | Guide the learners, as a group, to Inquiry Corner to identify toys, locally availablematerials and tools for making toys at Inquiry Corner for motivation | Realia charts | ObservationOral questions |  |
|  | 2 |  | **Toys** | By the end of the of thelesson the learnershould be able to bserve toys in the physical and/or ICT environment to help in making toys | What toys haveyou seen in class’ Inquiry Corner | Guide the learners, toobserve toys, locally available materials and tools for making toys in the physical and/or ICT environment | Realiacharts | ObservationOral questions |  |
| 2 | 1 |  | **Toys** | By the end of the of the lesson the learner should be able tocollect different types of materials and toolsfrom the environment that can be used to make toys | What materials and tools do we have for makingsimple toys? | Individually, learners make simple toys using available materials andtools | Realia charts | ObservationOral questions |  |
|  | 2 |  | **Toys** | By the end of the of the lesson the learner should be able to Make simple toys using | What materials and tools do we have for makingsimple toys? | In a group, learners display, talk about and appreciate their ownand others’ work | **Realia charts** | ObservationOral questions |  |

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|  |  |  |  | locally available materials and tools, for playing. |  |  |  |  |  |
| 3 | 1 |  | **Kites** | By the end of the of the lesson the learner should be able to identify kites, locally available materials and tools for making kitesat Inquiry Corner for motivation | What is a kite? | \Guide the learners, as a group, to InquiryCorner to identify kites,locally available materials and tools formaking kites at InquiryCorner for motivation | Realia charts | ObservationOral questions |  |
|  | 2 |  | **Kites** | By the end of the of the lesson the learner should be able to observe kites in the physical and/or ICT environment to help in making kites | What is a kite? | Guide the learners, to observe kites, locally available materials andtools for making kites in the physical and/or ICT environment | Realia charts | ObservationOral questions |  |
| 4 | 1 |  | **Kites** | By the end of the of thelesson the learner should be able to collect different types of materials and tools from the environment that can be used to make kites | 2. Have youever seen a kite | Individually, learnersmake simple kites using available materials and tools | Realiacharts | ObservationOral questions |  |
|  | 2 |  | **Kites** | By the end of the of thelesson the learner should be able to Makesimple kites using | 2. Have youever seen a kite | In a group, learnersdisplay, talk about andappreciate their ownand others’ work. | Realiacharts | ObservationOral questions |  |

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|  |  |  |  | locally available materials and tools, for playing |  |  |  |  |  |
| 5 | 1 | **Weaving** | **Plain Paper**Weave | By the end of the of the lesson the learner should be able to identify samples ofplain weaves of varied materials and colours atInquiry Corner for motivation. | What isweaving? | Guide the learners, as a group, to Inquiry Corner to identify samples of plainweaves of varied materials and colours for motivation | Realia charts | ObservationOral questions |  |
|  | 2 | **Weaving** | **Plain Paper**Weave | By the end of the of the lesson the learner should be able to identify locallyavailable material and tools for making plainweaves at InquiryCorner for motivation. | What isweaving? | Guide the learners, to observe samples of plain weaves fromvaried materials and colours in the physical and/or ICT environment for motivation | Realia charts | ObservationOral questions |  |
| 6 | 1 | **Weaving** | **Plain Paper**Weave | By the end of the of thelesson the learner should be able tocollect different types of materials and tools from the environment that can be used to make plain paper weaves in two colours | How do weidentify wovenitems? | Individually, learnerscollect different typesof materials and tools from the environment and make simple paper table mats using plain weave in two colours | Realiacharts | ObservationOral questions |  |
|  | 2 | **Weaving** | **Plain Paper**Weave | By the end of the of the lesson the learner | How do we identify woven | Individually, learners collect different types | Realia charts | ObservationOral questions |  |

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|  |  |  |  | should be able to make simple paper tablemats using plain weave in two colours from locally available materials and tools | items? | of materials and tools from the environment and make simple papertable mats using plain weave in two colours |  |  |  |
| 7 | 1 | **Modelling** | **Pinch**Method | By the end of the of the lesson the learner should be able to identify items modelled using pinch method, materials and tools at Inquiry Corner for motivation | What items inInquiry Corner are modelledusing pinch method | Learners are guided, as a group, to InquiryCorner to identifyitems modelled using pinch method, materials and tools for motivation. | Realia charts | ObservationOral questions |  |
|  | 2 | **Modelling** | **Pinch**Method | By the end of the of thelesson the learnershould be able to observe items modelled using pinch method, materials and tools in the physical and/or ICT environment for motivation. | What items inInquiry Cornerare modelled using pinch method | Learners are guided, toobserve items modelledusing pinch method, materials and tools in the physical and/or ICT environment for motivation | Realiacharts | ObservationOral questions |  |
| 8 | 1 | **Modelling** | **Pinch**Method | By the end of the of the lesson the learner should be able tomodel simple objectsusing pinch method forself-expression | What materials and tools are used formodelling | Individually, learners model simple objects using pinch method forself-expression | Realia charts | ObservationOral questions |  |
|  | 2 | **Modelling** | **Pinch**Method | By the end of the of the lesson the learner | What materials and tools are | In a group, learners display, talk about and | Realia charts | ObservationOral questions |  |

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|  |  |  |  | should be able to display, talk about and8appreciate own andothers’ work | used for modelling | appreciate their ownand others’ work. |  |  |  |
| 9&10 |  | ASSESSEMENT | ASSESSEME NT | ASSESSEMENT | ASSESSEMENT | ASSESSEMENT | ASSESSEME NT | ASSESSEMENT | ASSESSEMENT |
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