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 available  materials and tools for making toys at Inquiry Corner for motivation | Realia charts | Observation  Oral questions |  |
|  | 2 |  | **Toys** | By the end of the of the  lesson the learner  should be able to bserve toys in the physical and/or ICT environment to help in making toys | What toys have  you seen in class’ Inquiry Corner | Guide the learners, to  observe toys, locally available materials and tools for making toys in the physical and/or ICT environment | Realia  charts | Observation  Oral questions |  |
| 2 | 1 |  | **Toys** | By the end of the of the lesson the learner should be able to  collect different types of materials and tools  from the environment that can be used to make toys | What materials and tools do we have for making  simple toys? | Individually, learners make simple toys using available materials and  tools | Realia charts | Observation  Oral 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 making  simple toys? | In a group, learners display, talk about and appreciate their own  and others’ work | **Realia charts** | Observation  Oral 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 kites  at Inquiry Corner for motivation | What is a kite? | \Guide the learners, as a group, to Inquiry  Corner to identify kites,  locally available materials and tools for  making kites at Inquiry  Corner for motivation | Realia charts | Observation  Oral 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 and  tools for making kites in the physical and/or ICT environment | Realia charts | Observation  Oral questions |  |
| 4 | 1 |  | **Kites** | By the end of the of the  lesson 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 you  ever seen a kite | Individually, learners  make simple kites using available materials and tools | Realia  charts | Observation  Oral questions |  |
|  | 2 |  | **Kites** | By the end of the of the  lesson the learner should be able to Make  simple kites using | 2. Have you  ever seen a kite | In a group, learners  display, talk about and  appreciate their own  and others’ work. | Realia  charts | Observation  Oral 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 of  plain weaves of varied materials and colours at  Inquiry Corner for motivation. | What is  weaving? | Guide the learners, as a group, to Inquiry Corner to identify samples of plain  weaves of varied materials and colours for motivation | Realia charts | Observation  Oral questions |  |
|  | 2 | **Weaving** | **Plain Paper**  Weave | By the end of the of the lesson the learner should be able to identify locally  available material and tools for making plain  weaves at Inquiry  Corner for motivation. | What is  weaving? | Guide the learners, to observe samples of plain weaves from  varied materials and colours in the physical and/or ICT environment for motivation | Realia charts | Observation  Oral questions |  |
| 6 | 1 | **Weaving** | **Plain Paper**  Weave | By the end of the of the  lesson the learner should be able to  collect different types of materials and tools from the environment that can be used to make plain paper weaves in two colours | How do we  identify woven  items? | Individually, learners  collect different types  of materials and tools from the environment and make simple paper table mats using plain weave in two colours | Realia  charts | Observation  Oral 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 | Observation  Oral questions |  |

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|  |  |  |  | should be able to make simple paper table  mats using plain weave in two colours from locally available materials and tools | items? | of materials and tools from the environment and make simple paper  table 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 in  Inquiry Corner are modelled  using pinch method | Learners are guided, as a group, to Inquiry  Corner to identify  items modelled using pinch method, materials and tools for motivation. | Realia charts | Observation  Oral questions |  |
|  | 2 | **Modelling** | **Pinch**  Method | By the end of the of the  lesson the learner  should be able to observe items modelled using pinch method, materials and tools in the physical and/or ICT environment for motivation. | What items in  Inquiry Corner  are modelled using pinch method | Learners are guided, to  observe items modelled  using pinch method, materials and tools in the physical and/or ICT environment for motivation | Realia  charts | Observation  Oral questions |  |
| 8 | 1 | **Modelling** | **Pinch**  Method | By the end of the of the lesson the learner should be able to  model simple objects  using pinch method for  self-expression | What materials and tools are used for  modelling | Individually, learners model simple objects using pinch method for  self-expression | Realia charts | Observation  Oral 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 | Observation  Oral questions |  |

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|  |  |  |  | should be able to display, talk about and  8appreciate own and  others’ work | used for modelling | appreciate their own  and others’ work. |  |  |  |
| 9&  10 |  | ASSESSEMENT | ASSESSEME NT | ASSESSEMENT | ASSESSEMENT | ASSESSEMENT | ASSESSEME NT | ASSESSEMENT | ASSESSEMENT |
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