GRADE TWO 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 lesson, the learner should be able to; Observe samples oftoys, material and tools from teacherscollection and or digital media to motivate themmake their own | What toys are in the nature corner? | In groups, learners observe samples toys, material and tools from teachers collection andor digital media | Realia charts | ObservationOral questions |  |
|  | 2 |  | **Toys** | By the end of thelesson, the learner should be able to; Make simple toys using local materials for playing | What toys are inthe nature corner? | Guide the learner toindividually explore materials to construct and assemble simple toys | Realiacharts | ObservationOral questions |  |
| 2 | 1 |  | **Toys** | By the end of thelesson, the learner should be able to; Have fun as they make toys and play with them | What materialsand tools are used for constructing and assemblingtoys? | Learners display andtalk about own and others toys | Realiacharts | ObservationOral questions |  |
|  | 2 |  | **Toys** | By the end of thelesson, the learnershould be able to; ; Have fun as they make toys and play with them | What materialsand tools areused for constructing and assembling | Learners display andtalk about own andothers toys | **Realia****charts** | ObservationOral questions |  |

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|  |  |  |  |  | toys? |  |  |  |  |
| 3 | 1 |  | **Kites** | By the end of thelesson, the learner should be able to;Observe samples of kites , material and tools from teacherscollection and or digital media to motivate themmake their own | What localmaterials and tools are used for constructing and assembling kites | In groups, learnersobserve samples kites , material and tools from teachers collection and or digital media to motivate them make their own | Realiacharts | ObservationOral questions |  |
|  | 2 |  | **Kites** | By the end of thelesson, the learnershould be able to; Make simple kites using local materials for playing | What safetyprecautionsshould be taken as they make the kites? | Guide the learner toindividually explorematerials to construct and assemble simple kites | Realiacharts | ObservationOral questions |  |
| 4 | 1 |  | **Kites** | By the end of thelesson, the learnershould be able to;Have fun as they make kites and play with them. | How do learnersreact to andappreciate the kites they make | Learners display andtalk about own andothers kites | Realiacharts | ObservationOral questions |  |
|  | 2 |  | **Kites** | By the end of thelesson, the learnershould be able to;Have fun as they make kites and play with them. | How do learnersreact to andappreciate the kites they make | Learners display andtalk about own andothers kites | Realiacharts | ObservationOral questions |  |

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| 5 | 1 | **Weaving** | Weaving on a serrated card | By the end of the lesson, the learner should be able to;Observe woven itemsfrom teacher’scollection and or digital media to motivate them make their own | How do we identifymaterials used in serrated loom weaving? | Guide learners to observe woven items from teacher’scollection and or digital media | Realia charts | ObservationOral questions |  |
|  | 2 | **Weaving** | Weaving ona serratedcard | By the end of thelesson, the learnershould be able to; Weave a two coloured table mat using a serrated loom for self- expression | How do weidentifymaterials used in serrated loom weaving? | Learners be taken forenvironmental walks tocollect materials for weaving using serrated card loom e.g. sisal, | Realiacharts | ObservationOral questions |  |
| 6 | 1 | **Weaving** | Weaving ona serrated card | By the end of thelesson, the learner should be able to; Enjoy weaving a table mat on serrated loom. | How does oneweave using a serrated loom? | Individually weave atwo coloured table mat on a serrated loom | Realiacharts | ObservationOral questions |  |
|  | 2 | **Weaving** | Weaving ona serrated card | By the end of thelesson, the learner should be able to; Enjoy weaving a table mat on serrated loom. | How does oneweave using a serrated loom? | Individually weave atwo coloured table mat on a serrated loom | Realiacharts | ObservationOral questions |  |
| 7 | 1 | WEAVING | Weaving ona dowelloom | By the end of thelesson, the learnershould be able to; Observe woven items from teacher’s | Which materialscan used indowel loom weaving from the locality? | Guide learners toobserve woven itemsfrom teacher’s collection and or digital media | Realiacharts | ObservationOral questions |  |

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|  |  |  |  | collection and or digital media. |  |  |  |  |  |
|  | 2 | WEAVING | Weaving on a dowel loom | By the end of the lesson, the learner should be able to; Identify the tools andmaterials used in weaving using a dowel loom in the environment | Which materials can used in dowel loom weaving fromthe locality? | Learners be taken for environmental walks to collect materials for weaving using dowelcard loom e.g. sisal, cotton straws, threads, wool, yarn, fabric strips etc | Realia charts | ObservationOral questions |  |
| 8 | 1 | WEAVING | Weaving ona dowel loom | By the end of thelesson, the learner should be able to;Weave a two colouredtable mat using a dowel loom for self-expression | What is theprocess of weaving on adowel loom? | Individually weave atwo coloured table mat on a dowel loom | Realiacharts | ObservationOral questions |  |
|  | 2 | WEAVING | Weaving on a dowelloom | By the end of the lesson, the learnershould be able to; Enjoy weaving a tablemat on dowel loom | What is the process ofweaving on a dowel loom? | Learners to display and talk about their ownand others work | Realia charts | ObservationOral questions |  |
| 9&10 |  | ASSESSEMENT | ASSESSEMEN T | ASSESSEMENT | ASSESSEMENT | ASSESSEMENT | ASSESSEME NT | ASSESSEMENT | ASSESSEMENT |
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