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 of  toys, material and tools from teachers  collection and or digital media to motivate them  make their own | What toys are in the nature corner? | In groups, learners observe samples toys, material and tools from teachers collection and  or digital media | Realia charts | Observation  Oral questions |  |
|  | 2 |  | **Toys** | By the end of the  lesson, the learner should be able to; Make simple toys using local materials for playing | What toys are in  the nature corner? | Guide the learner to  individually explore materials to construct and assemble simple toys | Realia  charts | Observation  Oral questions |  |
| 2 | 1 |  | **Toys** | By the end of the  lesson, the learner should be able to; Have fun as they make toys and play with them | What materials  and tools are used for constructing and assembling  toys? | Learners display and  talk about own and others toys | Realia  charts | Observation  Oral questions |  |
|  | 2 |  | **Toys** | By the end of the  lesson, the learner  should be able to; ; Have fun as they make toys and play with them | What materials  and tools are  used for constructing and assembling | Learners display and  talk about own and  others toys | **Realia**  **charts** | Observation  Oral questions |  |

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|  |  |  |  |  | toys? |  |  |  |  |
| 3 | 1 |  | **Kites** | By the end of the  lesson, the learner should be able to;Observe samples of kites , material and tools from teachers  collection and or digital media to motivate them  make their own | What local  materials and tools are used for constructing and assembling kites | In groups, learners  observe samples kites , material and tools from teachers collection and or digital media to motivate them make their own | Realia  charts | Observation  Oral questions |  |
|  | 2 |  | **Kites** | By the end of the  lesson, the learner  should be able to; Make simple kites using local materials for playing | What safety  precautions  should be taken as they make the kites? | Guide the learner to  individually explore  materials to construct and assemble simple kites | Realia  charts | Observation  Oral questions |  |
| 4 | 1 |  | **Kites** | By the end of the  lesson, the learner  should be able to;  Have fun as they make kites and play with them. | How do learners  react to and  appreciate the kites they make | Learners display and  talk about own and  others kites | Realia  charts | Observation  Oral questions |  |
|  | 2 |  | **Kites** | By the end of the  lesson, the learner  should be able to;  Have fun as they make kites and play with them. | How do learners  react to and  appreciate the kites they make | Learners display and  talk about own and  others kites | Realia  charts | Observation  Oral 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 items  from teacher’s  collection and or digital media to motivate them make their own | How do we identify  materials used in serrated loom weaving? | Guide learners to observe woven items from teacher’s  collection and or digital media | Realia charts | Observation  Oral questions |  |
|  | 2 | **Weaving** | Weaving on  a serrated  card | By the end of the  lesson, the learner  should be able to; Weave a two coloured table mat using a serrated loom for self- expression | How do we  identify  materials used in serrated loom weaving? | Learners be taken for  environmental walks to  collect materials for weaving using serrated card loom e.g. sisal, | Realia  charts | Observation  Oral questions |  |
| 6 | 1 | **Weaving** | Weaving on  a serrated card | By the end of the  lesson, the learner should be able to; Enjoy weaving a table mat on serrated loom. | How does one  weave using a serrated loom? | Individually weave a  two coloured table mat on a serrated loom | Realia  charts | Observation  Oral questions |  |
|  | 2 | **Weaving** | Weaving on  a serrated card | By the end of the  lesson, the learner should be able to; Enjoy weaving a table mat on serrated loom. | How does one  weave using a serrated loom? | Individually weave a  two coloured table mat on a serrated loom | Realia  charts | Observation  Oral questions |  |
| 7 | 1 | WEAVING | Weaving on  a dowel  loom | By the end of the  lesson, the learner  should be able to; Observe woven items from teacher’s | Which materials  can used in  dowel loom weaving from the locality? | Guide learners to  observe woven items  from teacher’s collection and or digital media | Realia  charts | Observation  Oral 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 and  materials used in weaving using a dowel loom in the environment | Which materials can used in dowel loom weaving from  the locality? | Learners be taken for environmental walks to collect materials for weaving using dowel  card loom e.g. sisal, cotton straws, threads, wool, yarn, fabric strips etc | Realia charts | Observation  Oral questions |  |
| 8 | 1 | WEAVING | Weaving on  a dowel loom | By the end of the  lesson, the learner should be able to;  Weave a two coloured  table mat using a dowel loom for self-  expression | What is the  process of weaving on a  dowel loom? | Individually weave a  two coloured table mat on a dowel loom | Realia  charts | Observation  Oral questions |  |
|  | 2 | WEAVING | Weaving on a dowel  loom | By the end of the lesson, the learner  should be able to; Enjoy weaving a table  mat on dowel loom | What is the process of  weaving on a dowel loom? | Learners to display and talk about their own  and others work | Realia charts | Observation  Oral questions |  |
| 9&  10 |  | ASSESSEMENT | ASSESSEMEN T | ASSESSEMENT | ASSESSEMENT | ASSESSEMENT | ASSESSEME NT | ASSESSEMENT | ASSESSEMENT |
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