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| **Know More Art and Craft Activities**  **Grade 3 Scheme of Work**  **Term: Three Year:** | | | | | | | | | |
| **Wk** | **Lsn** | **Strand** | **Sub-strand** | **Specific learning outcomes** | **Learning Experiences** | **Key inquiry questions** | **Learning resources** | **Assessment** | **Reflection** |
| **1** | **OPENING/REVISION** | | | | | | | | |
| **2** | **1** | Sculpture | Propellers | By the end of the sub-strand, the learner should be able to; a) Observe samples of propellers from teacher’s samples and or from digital media. b) Identify materials and tools from teacher’s collection to motivate them make their own. c) Make simple propellers using local materials for playing. d) Have fun as they make propellers and play with them | e) In groups, learners to observe samples of propellers from teacher’s samples and or from digital media. • In groups to identify materials and tools from teacher’s collection to motivate them make their own • Class discussion on tools and materials for construction and assembling propellers • Individually construct and assemble propellers • In groups, learners to have fun and enjoy as they play with their propellers • Learners to display and talk about own and other propellers | 1. What materials can be used for constructing and assembling propellers? 2. Is it possible to get a resource person to teach the learners on how to make propellers? | Know more art and craft, TG Book Grade 3 pg. 74-79  Wires, bottle tops, wood, nails, sample propellers, ICT devices | Observation  Oral questions  discussions |  |
|  | **2** | WEAVING | Plain weaving on serrated card loom | By the end of the sub-strand, the learner should be able to; a) Observe woven items from teacher’s collection and or from digital media. b) Identify the tools and materials used in weaving on a serrated card loom in the environment c) Plain weave a three coloured table mat using a serrated loom for self-expression d) Enjoy plain weaving a table mat on a serrated loom | • Guide learners to observe woven items from teacher’s collection and or from digital media. • In groups, learners to identify the tools and materials used in weaving on a serrated card loom. | 1. How do we identify materials used in serrated loom weaving? 2. How can one make a serrated card loom? 3. How do we plain weave on a serrated card loom? | Know more art and craft, TG Book Grade 3 pg. 80-84  Raffia, banana fibre, ICT devices | Observation  Oral questions  discussions |  |
| **3** | **1** |  | Plain weaving on serrated card loom | By the end of the sub-strand, the learner should be able to; a) Observe woven items from teacher’s collection and or from digital media. b) Identify the tools and materials used in weaving on a serrated card loom in the environment c) Plain weave a three coloured table mat using a serrated loom for self-expression d) Enjoy plain weaving a table mat on a serrated loom | • Learners be taken for environmental walks to collect materials for plain weaving using serrated card loom e.g. sisal, cotton straws, threads, wool, yarn, fabric strips etc. • Individually plain weave a three coloured table mat on a serrated loom • Learners to display and talk about their own and others work. | 1. How do we identify materials used in serrated loom weaving? 2. How can one make a serrated card loom? 3. How do we plain weave on a serrated card loom? | Know more art and craft, TG Book Grade 3 pg. 80-84  Raffia, banana fibre, ICT devices | Observation  Oral questions  discussions |  |
|  | **2** |  | Plain weaving on a dowel loom | By the end of the sub-strand, the learner should be able to; a) Observe woven items from teacher’s collection and or from digital media. b) Identify the tools and materials used in weaving on a dowel loom in the environment c) Plain weave a three coloured table mat using a dowel loom for self-expression. d) Enjoy plain weaving a table mat on a dowel loom. | • Guide learners to observe woven items from teacher’s collection and or from digital media. • In groups, learners to identify the tools and materials used in weaving on a dowel loom. • Learners be taken for environmental walks to collect materials for weaving on a dowel card loom e.g. sisal, cotton straws, threads, wool, yarn, fabric strips etc. • Individually plain weave a three coloured table mat on a dowel loom • Learners to display and talk about their own and others work. | 1. How do we identify materials used in dowel loom weaving? 2. What is the process of weaving on a dowel loom? | Know more art and craft, TG Book Grade 3 pg. 85-91  Raffia, banana fibre, ICT devices | Observation  Oral questions  discussions |  |
| **4** | **1** |  | Plain weaving on a dowel loom | By the end of the sub-strand, the learner should be able to; a) Observe woven items from teacher’s collection and or from digital media. b) Identify the tools and materials used in weaving on a dowel loom in the environment c) Plain weave a three coloured table mat using a dowel loom for self-expression. d) Enjoy plain weaving a table mat on a dowel loom. | • Guide learners to observe woven items from teacher’s collection and or from digital media. • In groups, learners to identify the tools and materials used in weaving on a dowel loom. • Learners be taken for environmental walks to collect materials for weaving on a dowel card loom e.g. sisal, cotton straws, threads, wool, yarn, fabric strips etc. • Individually plain weave a three coloured table mat on a dowel loom • Learners to display and talk about their own and others work. | 1. How do we identify materials used in dowel loom weaving? 2. What is the process of weaving on a dowel loom? | Know more art and craft, TG Book Grade 3 pg. 85-91  Raffia, banana fibre, ICT devices | Observation  Oral questions  discussions |  |
|  | **2** | PAPER CRAFY | Combined paper craft techniques | By the end of the sub-strand, the learner should be able to; a) Observe a hat made using combined paper craft technique from the teacher’s samples to help in making their own. b) Make a hat using combined paper craft techniques for self-expression. c) Have fun as they make hats using combined paper craft techniques. | • In a group, leaners to be guided in observing a hat made using combined paper craft technique from the teacher’s samples to help in making their own. • Individually, learner to make a hat using a combined of paper craft techniques to develop a sense of confidence • Learners to display and talk about own and others work citing materials and techniques chosen | 1. What materials can be used to make hats? 2. How do we make hats using combined technique s of paper craft? | Know more art and craft, TG Book Grade 3 pg. 92-97  Assorted paper, cutting tools, adhesives, rulers, ICT devices | Observation  Oral questions  discussions |  |
| **5** | **1** |  | Combined paper craft techniques | By the end of the sub-strand, the learner should be able to; a) Observe a hat made using combined paper craft technique from the teacher’s samples to help in making their own. b) Make a hat using combined paper craft techniques for self-expression. c) Have fun as they make hats using combined paper craft techniques. | • In a group, leaners to be guided in observing a hat made using combined paper craft technique from the teacher’s samples to help in making their own. • Individually, learner to make a hat using a combined of paper craft techniques to develop a sense of confidence • Learners to display and talk about own and others work citing materials and techniques chosen | 1. What materials can be used to make hats? 2. How do we make hats using combined technique s of paper craft? | Know more art and craft, TG Book Grade 3 pg. 92-97  Assorted paper, cutting tools, adhesives, rulers, ICT devices | Observation  Oral questions  discussions |  |
|  | **2** |  |  |  |  |  |  |  |  |
| **6-8** | **Assessment/closing** | | | | | | | | |