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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, thelearner should be able to;a) Observe samples of propellersfrom teacher’s samples and orfrom digital media.b) Identify materials and tools from teacher’s collection to motivate them make their own.c) Make simple propellers usinglocal materials for playing.d) Have fun as they make propellers and play with them | e) In groups, learners to observesamples 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 andmaterials for construction andassembling propellers• Individually construct and assemble propellers• In groups, learners to have fun and enjoy as they play with theirpropellers• Learners to display and talk about own and other propellers | 1. What materials can be used for constructingand assemblingpropellers?2. Is it possible to get a resource person to teachthe learners on how to make propellers? | Know more art and craft, TG Book Grade 3 pg. 74-79Wires, bottle tops, wood, nails, sample propellers, ICT devices | ObservationOral questionsdiscussions |  |
|  | **2** | WEAVING | Plain weaving on serrated card loom | By the end of the sub-strand, thelearner should be able to;a) Observe woven items fromteacher’s collection and orfrom digital media.b) Identify the tools andmaterials used in weaving on a serrated card loom in the environmentc) Plain weave a three colouredtable mat using a serratedloom for self-expressiond) 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 usedin weaving on a serrated card loom. | 1. How do we identifymaterials used inserrated loom weaving?2. How can one make a serrated card loom?3. How do we plainweave on a serratedcard loom? | Know more art and craft, TG Book Grade 3 pg. 80-84Raffia, banana fibre, ICT devices | ObservationOral questionsdiscussions |  |
| **3** | **1** |  | Plain weaving on serrated card loom | By the end of the sub-strand, thelearner should be able to;a) Observe woven items fromteacher’s collection and orfrom digital media.b) Identify the tools andmaterials used in weaving on a serrated card loom in the environmentc) Plain weave a three colouredtable mat using a serratedloom for self-expressiond) Enjoy plain weaving a table mat on a serrated loom | • Learners be taken for environmentalwalks 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 threecoloured table mat on a serrated loom• Learners to display and talk about their own and others work. | 1. How do we identifymaterials used inserrated loom weaving?2. How can one make a serrated card loom?3. How do we plainweave on a serratedcard loom? | Know more art and craft, TG Book Grade 3 pg. 80-84Raffia, banana fibre, ICT devices | ObservationOral questionsdiscussions |  |
|  | **2** |  | Plain weaving on a dowel loom | By the end of the sub-strand, thelearner should be able to;a) Observe woven items fromteacher’s collection and orfrom digital media.b) Identify the tools andmaterials used in weaving on a dowel loom in the environmentc) Plain weave a three colouredtable mat using a dowel loomfor self-expression.d) Enjoy plain weaving a table mat on a dowel loom. | • Guide learners to observe wovenitems from teacher’s collectionand or from digital media.• In groups, learners to identifythe tools and materials usedin weaving on a dowel loom.• Learners be taken forenvironmental walks to collectmaterials for weaving on a dowelcard loom e.g. sisal, cottonstraws, threads, wool, yarn, fabricstrips etc.• Individually plain weave a threecoloured table mat on a dowelloom• Learners to display and talk about their own and others work. | 1. How do we identifymaterials used in dowelloom weaving?2. What is the process ofweaving on a dowelloom? | Know more art and craft, TG Book Grade 3 pg. 85-91Raffia, banana fibre, ICT devices | ObservationOral questionsdiscussions |  |
| **4** | **1** |  | Plain weaving on a dowel loom | By the end of the sub-strand, thelearner should be able to;a) Observe woven items fromteacher’s collection and orfrom digital media.b) Identify the tools andmaterials used in weaving on a dowel loom in the environmentc) Plain weave a three colouredtable mat using a dowel loomfor self-expression.d) Enjoy plain weaving a table mat on a dowel loom. | • Guide learners to observe wovenitems from teacher’s collectionand or from digital media.• In groups, learners to identifythe tools and materials usedin weaving on a dowel loom.• Learners be taken forenvironmental walks to collectmaterials for weaving on a dowelcard loom e.g. sisal, cottonstraws, threads, wool, yarn, fabricstrips etc.• Individually plain weave a threecoloured table mat on a dowelloom• Learners to display and talk about their own and others work. | 1. How do we identifymaterials used in dowelloom weaving?2. What is the process ofweaving on a dowelloom? | Know more art and craft, TG Book Grade 3 pg. 85-91Raffia, banana fibre, ICT devices | ObservationOral questionsdiscussions |  |
|  | **2** | PAPER CRAFY | Combined paper craft techniques | By the end of the sub-strand, thelearner should be able to;a) Observe a hat made usingcombined paper craft techniquefrom the teacher’s samples tohelp 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 crafttechniques. | • In a group, leaners to be guided in observing a hat made using combined paper craft technique from the teacher’s samples to helpin making their own.• Individually, learner to make a hat using a combined of paper craft techniques to developa sense of confidence• Learners to display and talk about own and others work citing materials and techniqueschosen | 1. What materialscan be used tomake hats?2. How do we makehats usingcombinedtechnique s ofpaper craft? | Know more art and craft, TG Book Grade 3 pg. 92-97Assorted paper, cutting tools, adhesives, rulers, ICT devices | ObservationOral questionsdiscussions |  |
| **5** | **1** |  | Combined paper craft techniques | By the end of the sub-strand, thelearner should be able to;a) Observe a hat made usingcombined paper craft techniquefrom the teacher’s samples tohelp 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 crafttechniques. | • In a group, leaners to be guided in observing a hat made using combined paper craft technique from the teacher’s samples to helpin making their own.• Individually, learner to make a hat using a combined of paper craft techniques to developa sense of confidence• Learners to display and talk about own and others work citing materials and techniqueschosen | 1. What materialscan be used tomake hats?2. How do we makehats usingcombinedtechnique s ofpaper craft? | Know more art and craft, TG Book Grade 3 pg. 92-97Assorted paper, cutting tools, adhesives, rulers, ICT devices | ObservationOral questionsdiscussions |  |
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| **6-8** | **Assessment/closing** |