

SCHEMES OF WORK ART AND CRAFT GRADE 1 TERM 1 2020

| WEEK | LESSON | STRAND THEME | SUB STRAND | SPECIAL LEARNING OUTCOMES | KEY INQUIRY QUESTION(S) | LEARNING EXPERIENCE | LEARNING RESOURCES | ASSESSMENT METHODS | REFLECTION |
|------|--------|--------------|------------|---|---|---|---|--|------------|
| 2 | 1-2 | DRAWING | Line | By the end of the lesson learners should be able to: Identify and draw straight line ,curved line, wavy line and zigzag line in physical and or ICT.environment to use in drawing Display talk about and appreciate own and others work | <ul style="list-style-type: none"> How do we identify a variety of lines in the environment How do we draw different types of lines | <ul style="list-style-type: none"> Learners are taken for environmental tour to identify lines Learners draw straight ,curved, wavy and zigzag lines Learners display talk about own and others work | <ul style="list-style-type: none"> Pencils Crayons Papers Ruler Pealia Charcoal | <ul style="list-style-type: none"> Observation Oral questions | |
| 3 | 1-2 | DRAWING | Line | Identify and draw vertical horizontal and diagonal lines Display, talk about and appreciate own and others work | <ul style="list-style-type: none"> How do we draw different types of lines | <ul style="list-style-type: none"> Identify and draw vertical, horizontal and diagonal lines Learners talk about and appreciate their own and others work | <ul style="list-style-type: none"> Pencil Crayons Paper Ruler Charcoal | <ul style="list-style-type: none"> Observations Oral questions | |
| 4 | 1 | DRAWING | Shapes | By the end of the lesson the learner should be able to Identify and draw regular shapes in physical environment | <ul style="list-style-type: none"> How do we differentiate shapes using straight lines? | <ul style="list-style-type: none"> In groups learners are taken for an environmental tour to identify a variety of shapes which are regular(draw shapes) | <ul style="list-style-type: none"> Pencils Crayons Rulers Realia(sand pit) | <ul style="list-style-type: none"> Observation Oral questions | |
| | 2 | | | Identify and draw irregular shapes in their physical environment | <ul style="list-style-type: none"> How do we create different shapes using curved lines? | <ul style="list-style-type: none"> In groups learners taken for an environmental tour to identify variety of shapes which are irregular(draw shapes) | <ul style="list-style-type: none"> Realia Stones Leaves Pencils Crayons | <ul style="list-style-type: none"> Observation Oral questions | |
| 5 | 1 | DRAWING | Shapes | Learners to draw regular and irregular shapes using ICT | <ul style="list-style-type: none"> How do we create different shapes using straight and curved lines | <ul style="list-style-type: none"> Learners draw simple regular and irregular shapes using ICT | <ul style="list-style-type: none"> Laptop Realia | <ul style="list-style-type: none"> Observation Oral questions | |
| | 2 | | | Learners to draw different | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> In groups learners | <ul style="list-style-type: none"> Pencils | <ul style="list-style-type: none"> Observation | |

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| | | | | shape and display, talk about and appreciate own and other work | | display, talk about and appreciate their own and others work | <ul style="list-style-type: none"> • Crayons • Ruler • Realia • Charcoal | <ul style="list-style-type: none"> • Oral questions | |
| 6 | 1 | DRAWING | Texture | By the end of the lesson learners should be able to: Identify a variety of textures in physical environment (smooth and rough) | <ul style="list-style-type: none"> • How do we identify texture • How do we differentiate textures | <ul style="list-style-type: none"> • Learners are taken for an environmental tour to experience and differentiate texture through touch | <ul style="list-style-type: none"> • Realia (stones fruits) • Sand soil, trees, leaves, etc. | <ul style="list-style-type: none"> • Oral questions • Observation • Discussion | |
| | 2 | | | Identify, draw and color variety of objects, items in the physical environment (smooth and rough) | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Learners to identify, draw and colour be variety of objects/ items in the physical environment | <ul style="list-style-type: none"> • Pencils • Crayons • Physical environment | <ul style="list-style-type: none"> • Oral questions • Observation | |
| 7 | 1 | DRAWING | Texture | Identify a variety of texture in ICT` | <ul style="list-style-type: none"> • How do we identify texture? | <ul style="list-style-type: none"> • Individually, learners create simple smooth hand rough textures using current technologies | <ul style="list-style-type: none"> • ICT • Realia | <ul style="list-style-type: none"> • Oral questions • Observation | |
| 8 | 1 | PATTERN MAKING | Dot pattern | Observe objects with dot pattern in the physical or ICT environment to help in making of patterns in pattern making | <ul style="list-style-type: none"> • How do we identify dot pattern in our environment | <ul style="list-style-type: none"> • Learners are taken for an environmental and or digital tour to observe different dot pattern | <ul style="list-style-type: none"> • ICT devices • Other relevant resources from the environment | <ul style="list-style-type: none"> • Observation • Oral questions` | |
| | 2 | | | Making patterns in colour using dots | <ul style="list-style-type: none"> • What colour do you like in making dot patterns • How do you make dot patterns | <ul style="list-style-type: none"> • Individually learners make patterns in colour using dots | <ul style="list-style-type: none"> • Papers • Pencils • Colours etc. | <ul style="list-style-type: none"> • Observation • Oral questions | |
| 9 | 1 | PATTERN MAKING | Number pattern | Observe numeral pattern in the physical and / or ICT environment, as a motivation | <ul style="list-style-type: none"> • How do we identify numeral patterns in our | <ul style="list-style-type: none"> • In a group, learners be taken for an environmental tour to | <ul style="list-style-type: none"> • ICT devices • Containers | <ul style="list-style-type: none"> • Discussions • Observation • Oral | |

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| | | | | like in patterns in colour | environment? | observe numeral patterns | | questions | |
| | 2 | | | Make numeral patterns in color | <ul style="list-style-type: none"> • How do you make numeral patterns | <ul style="list-style-type: none"> • Individually learners make numeral patterns in colour | <ul style="list-style-type: none"> • Papers • Pencils • Colours | <ul style="list-style-type: none"> • Observation • Oral questions | |