# GRADE TWO
# Term 1 2020
# SCHEME OF WORK ARTWORK

| WEEK | LESSON | STRAND THEME | SUB STRAND | SPECIFIC LEARNING OUTCOMES | KEY INQUIRY QUESTIONS | LEARNER EXPERIENCE | LEARNING RESOURCES | ASSESSMENT METHODS | REFLECTION |
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| 1 | 1 | DRAWING | Identify forms | By the end of the sub strand the learner should be able to identify a variety of forms in physical and or ICT environment as a motivation in drawing forms | What types of forms are found in the environment | Learners to be taken on a digital tour to identify various forms of ICT environment as a motivation in drawing forms | ICT device | Observation Discussion | |
| 2 | 1 | DRAWING | Drawing forms | By the end of the sub strand the learner should be able to identify material and tools that can be used in drawing forms and draw simple forms for self expression using current/ emerging issues | Which forms do you want to draw? | Learners to be identify material and tools that can be used in drawing forms and draw simple forms for self expression using current/ emerging technologies | Paper Drawing books pencils | Observation | |
| 3 | 1 | DRAWING | Drawing forms | By the end of the sub strand the learner should be able to display, talk about and appreciate own work and others work. | Can you name the display forms? | In a group, learners display, talk about and appreciate own work and others work. | Forms | Observation Oral questions | |
| 4 | 1 | DRAWING | Texture Identifying different textures | By the end of the lesson the learner should be able to identify type of textures | What types of textures are found in the environment? | In a group, learners are taken on an environmental tour to identify type of textures in physical environment as a motivation in creating texture, draw and identify materials and tools that ca be used in creating texture. | The local environment | Oral questions | |

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| 5 | 1 | DRAWING | Creating simple textural effects in drawing | By the end of the sub strand, the learner should be able to create simple textured effects using current/ emerging issues | How do we identify texture? | Learners to create simple textured effects using current/ emerging technologies | Realia | Observations experiment | |
| 6 | 1 | DRAWING | Displaying | By the end of the sub strand, the learner should be able to talk about and appreciate other learners work | How create texture in a drawing? | Learners to to talk about and appreciate other learners work | Realia | Observations Discussion | |
| 7 | 1 | Paint and color | Observing and painting shapes | By the end of the sub strand, the learner should be able to identify and name materials used for painting | What tools and materials do we use for painting? | Learners to discuss tools and materials used for painting | Colour Brushes Paper | Oral questions | |
| 8 | 1 | Paint and color | Mixing and Painting | By the end of the sub strand, the learner should be able to mix and paint simples shapes for self expression | How can we mix water based paints? | Learners to be guided to paint organic and geometrical shapes using painting tools and materials | Colour Brushes Paper | Observation Experiment | |
| 9 | 1 | Paint and color | Drawing and painting the national flag | By the end of the sub strand, the learner should be able to Draw and paint the national flag appreciate the symbolism of the colors. | How many colours does the national flag have? | Individual learners to be guided in drawing and painting the national flag | Paint Brushes Paper | Oral questions | |
| 10 | 1 | Pattern making | Texture pattern | By the end of the sub strand, the learner should be able to observe the textures of various objects in the environment to motivate them in creating texture pattern | How do we create texture with pattern? | Learners to discuss about the types of textures and patterns | Textured surfaces | Oral questions | |
| 11 | 1 | Pattern making | Creating simple Texture pattern | By the end of the sub strand, the learner should be able to simple Texture pattern for self expression | How do learners appreciate use of color in pattern making | Individual learners to create texture patterns in colour and texture | Textured surfaces Learners artwork | Oral questions Observations | |
| 12 | 1 | Pattern | Observi | By the end of the | How do create | Class discussion | Various | Oral | |

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| | | making | ng shapes | sub strand, the learner should be able to Observing shapes in the environment and digital media to motivate them in creating shapes and patterns | patterns with shapes? | on types and shapes seen in their immediate environment and those available in digital media | shapes ICT devices Paper; pencil | questions Observations | |
| 13 | 1 | Pattern making | Creating simple shape pattern | By the end of the sub strand, the learner should be able to Observe letters in the environment to motivate them in letter patterns | How do create patterns with shapes? | Class discussion on types of letters seen in their Immediate environment | Various shapes | Oral questions Discussion | |
| 14 | 1 | Pattern making | Line pattern | By the end of the lesson, the learner should be able to: 1. Identify and observe with linear patterns in the physical environment to motivate them in patterns making | 1. How do we identify patterns in our environment? 2. Where do we find patterns in our environment? | In groups learners are taken for an environmental tour to Identify and observe linear patterns | Materials found in the local environment e.g. sticks, leaves, stones etc | Oral questions Discussion observation | |
| | 2 | Pattern making | Line pattern | 2. Identify materials and tools that can make linear patterns in the physical environment to motivate them in pattern making | 1. How do we identify materials used to make patterns? | In groups learners are guided to Identify tools and materials used to make linear patterns | Materials and tools in the local environment e.g. sticks, leaves, stones etc | Oral questions Discussion observation | |

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| 15 | 1 | Pattern making | Line pattern | Making patterns using different materials (soil, grains, egg shells e.t.c) | 1. What materials are used to make line patterns? | Learners make patterns using different line patterns | Soil, Grains, Egg Shells E.T.C | Oral questions Discussion observation | |
| | 2 | Pattern making | Line pattern | By the end of the lesson, the learner should be able to:- -Making different line patterns using different materials (paints, crayons) | 1. What materials are used to make line patterns? | Learners make patterns using different line patterns | -Paints -Crayons | Oral questions Discussion observation | |
| | 2 | | | -Display, talk about and appreciate own and others | How do we create textures? | - Learners Display, talk about and appreciate own and others work | -pencils -crayons -physical environm | Oral questions Discussion observation | |

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| | 1 | Paint and colour | Making improvised brushes | -By the end of the lesson, the learner should be able to:- 1. Identify materials and tools that can be used to make improvised brushes in the physical environment | What materials and tools can be used to make improvised brushes? | Learners are taken on an environmental tour to identify locally available materials and tools | Local environment (Grass, green sticks, sponge) Papers Pencil Sisal Old clothes fibre | Discussion observation | |
| | 2 | | | 2. collect materials that can be used to make improvised brushes | What materials and tools can be used to make improvised brushes? | Learners are guided to collect materials and tools used to make improvised brushes (in groups) | Materials from the Local environment | Discussion observation | |
| | 1 | Paint and colour | Making improvised brushes | 1. Improvise brushes from Local available materials | How do you make improvised brushes? | Individual learners improvise brushes using locally available materials | Materials from the Local environment | Discussion observation | |
| | 2 | | | 2. use the improvised brushes to paint from within the outlines of simple shapes (Display, talk about and appreciate own and others work) | How do you paint using improvised brushes? | Individual learners use the improvised brushes to paint from within the outlines of simple shapes | Improvised brushes -powder paints - improvised paints | Discussion observation | |