

Curriculum Design

Art and Craft Grade One

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Drawing	1.1 Line (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify a variety of lines in physical and/or ICT environment, to use in drawing b) draw straight line, curved line, wavy line, zigzag line c) identify different positions of straight line, such as vertical line, diagonal line and horizontal d) draw vertical line, diagonal line and horizontal e) display, talk about and appreciate own and others' work	<ul style="list-style-type: none"> In a group, learners are taken for environmental and/or digital tour to identify a variety lines such as such as straight line, curved line, wavy line, zigzag line. Individually, learners draw straight line, curved line, wavy line, zigzag line using current and/or emerging technologies. In a group, learners identify different positions of straight line, such vertical lines, horizontal lines and diagonal lines, in physical and/or ICT environment Individually, learners draw vertical lines, horizontal lines and diagonal lines using current and/or emerging technologies. In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> How do we identify variety of lines in the environment? How do we draw different types of lines? Which objects in the environment have straight line and which have curved lines?
Core-competence to be developed: The learner to acquire: <ul style="list-style-type: none"> Communication and collaboration skills in-group work activities as learners exchange ideas. Imagination and creativity skills as learners express themselves through current and/or emerging technologies. Self-efficacy as learners express themselves about their artwork during display sessions. Digital literacy skills as learners explore and use ICT environment in Information and Communications Technology ICT devices to draw lines. 				

Links to PCI's: <ul style="list-style-type: none">Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions.		Links to values: <ul style="list-style-type: none">Learners to acquire the values of responsibility, respect and sharing during group work.	
Link to other learning activity areas: <ul style="list-style-type: none">Language activities: learners use types and positions of line in writing letters of the alphabet.Mathematical activities: learners use types and positions of line in writing numerals.In Music, learners form different lines in dance formations.In Movement activities: learners use types and positions of line in walking.		Suggested community service learning: <ul style="list-style-type: none">With the help of parents/care givers, learners to engage in collecting materials and tools that can be used in drawing from the waste in environment, as a way of keeping the community spaces clean.	
Suggested non-formal activity to support learning through application: <ul style="list-style-type: none">Learners can water vegetation in the school compound as a way of reinforcing care of the environment, which is a source of teaching and learning materials in art and craft.		Suggested assessment <ul style="list-style-type: none">Oral questions, discussions, observations, portfolios	
Suggested Resources: Pencils, crayons, charcoal, paper, ICT devices, and any other relevant resources.			
Assessment rubric			
Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Competently identifies variety of lines, types of line and different positions of straight line and able to draw them keenly, using Pencil, crayons, charcoal, paper and/or ICT devices.	Competently identifies variety of lines, types of line and different positions of straight line and able to draw them using pencil, crayons, charcoal, paper and/or ICT devices.	Identifies variety of lines, types of line and different positions of straight line and able to draw them using pencil, crayons, charcoal, paper and/or ICT devices.	Hardly identifies variety of lines, types of line and different positions of straight line and not able to draw them using Pencil, crayons, charcoal, paper and/or ICT devices

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Drawing	1.2 Shapes (2 Lessons)	By the end of the sub strand, the learner should be able to: a) review variety of lines and different positions of straight line in physical and/or ICT environment, to use in shapes b) identify a variety of shapes in physical and/or ICT environmental, as a motivation in drawing shapes c) draw regular and irregular shapes d) display, talk about and appreciate own and others' work	<ul style="list-style-type: none"> In a group, learners are guided to review variety of lines and different positions of straight line in physical and/or ICT environment, to use in shapes In a group, learners are taken for an environmental and/or digital tour to identify variety of shapes, which are regular and irregular. Individually, learners draw simple regular and irregular shapes, using current and/or emerging technologies. In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> Which shapes in the environment have straight lines and which ones have curved lines. How do we create different shapes using straight lines? How do we create different shapes using curved lines? Which shapes did you enjoy using drawing?
Core-competence to be developed: The learner to acquire: <ul style="list-style-type: none"> Communication and collaboration skills in-group work activities as learners exchange ideas. Imagination and creativity skills as learners express themselves through current and/or emerging technologies. Self-efficacy as learners express themselves about their artwork during display sessions. Digital literacy skills as learners explore and use ICT environment in ICT devices to draw shapes. 				
Links to PCI's: <ul style="list-style-type: none"> Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions. 			Links to values: <ul style="list-style-type: none"> Learner to acquire the value of responsibility, respect and sharing during group work 	
Link to other learning activity areas: <ul style="list-style-type: none"> In Music, learners form different shapes dance formations. Mathematical activities: learners use regular shapes. In Music, learners form different shapes in dance formations. In Movement activities: learners use types of shapes in walking. In Music, learners can compose simple songs and rhymes on shapes found in the environment. 			Suggested community service learning to support learning through application: <ul style="list-style-type: none"> With the help of parents/care givers, learners to engage in collecting materials and tools that can be used in drawing from the waste in environment, as a way of keeping the community spaces clean. 	

Suggested non-formal activity to support learning through application: <ul style="list-style-type: none">Learners can water vegetation in the school compound as a way of reinforcing care of the environment, which is a source of teaching and learning materials in art and craft.		Suggested assessment <ul style="list-style-type: none">Oral questions, discussions, observations, portfolios.	
Suggested Resources: <ul style="list-style-type: none">Pencils, crayons, charcoal, paper, ICT devices, and any other relevant resources.			
Assessment Rubric			
Exceeds expectations	Meets expectation	Approaches expectation	Below expectations
Competently identifies variety of shapes in the environment and enjoys drawing elaborate shapes using pencils, papers, crayons, charcoal and/or ICT devices.	Identifies varied types of shapes in the environment and enjoys drawing shapes using pencils, papers, crayons, and charcoal and/or ICT devices.	Identifies varied types of shapes but shows little interest to draw them using pencils, papers, crayons, charcoal and/or ICT devices.	Barely identify shapes in the environment, and cannot draw shapes using pencils, papers, crayons, charcoal and/or ICT devices.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Drawing	1.3 Texture (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify a variety of textures in physical and/or ICT environment, a motivation in drawing b) create smooth and rough textures c) display, talk about and appreciate own and others' work	<ul style="list-style-type: none"> In a group, learners are taken for an environmental and/or digital tour to experience and differentiate texture through touch, as a motivation in creating texture in their drawings. Individually, learners create simple smooth and rough textures, using current and/or emerging technologies. In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> How do we identify texture? How do we differentiate textures? How do we create texture?
Core-competence to be developed: The learner to acquire: <ul style="list-style-type: none"> Communication and collaboration skills in-group work activities as learners exchange ideas. Imagination and creativity skills as learners express themselves through current and/or emerging technologies. Self-efficacy as learners display, talk about and appreciate their own and others' work, and express themselves about their artwork during display sessions. Digital literacy skills as learners explore and use ICT environment in ICT devices to create texture. 				

Links to PCI's: <ul style="list-style-type: none">Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions.		Links to values: <ul style="list-style-type: none">Learner to acquire the value of responsibility, respect and sharing during group work.In reusing waste materials from the environment, the learners demonstrate value of patriotism	
Link to other learning activity areas: <ul style="list-style-type: none">Language activities: the word texture can be incorporate as a vocabulary.In Music, learners can compose simple songs and rhymes on rough and smooth textures found in the environment.		Suggested community service learning to support learning through application: <ul style="list-style-type: none">With the help of parents/care givers, learners to engage in cleaning community spaces; collecting waste materials and sorting materials and tools that can be used in creating texture.	
Suggested Non-formal activity to support learning through application <ul style="list-style-type: none">During school, community and national celebrations, learners can sing songs on the types of textures on objects around them		Suggested Assessment <ul style="list-style-type: none">Oral questions, discussions, observations, portfolios	
Suggested Resources: <ul style="list-style-type: none">Papers, pencils, crayons, charcoal, found materials, textured surfaces in the environment, ICT devices and any other relevant resources.			
Assessment Rubric			
Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Competently identifies variety of textures in the environment and enjoys creating detailed textures using textured surfaces, pencils, papers, crayons, charcoal and/or ICT devices.	Competently identifies variety of textures in the environment and enjoys creating textures using textured surfaces, pencils, papers, crayons, charcoal and/or ICT devices.	Identifies variety of textures in the environment and creates textures using textured surfaces, pencils, papers, crayons, charcoal and/or ICT devices.	Barely identifies variety of textures in the environment and not able to create textures using textured surfaces, pencils, papers, crayons, charcoal and/or ICT devices.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Paint and Colour	1.1 Making improvised brushes (5 Lessons)	By the end of the sub strand, the learner should be able to: a) identify materials and tools that can be used to make improvised brushes in physical and/or ICT environment, as a motivation in improvising brushes	<ul style="list-style-type: none"> In a group, learners are taken for an environmental and/or digital tour to identify locally available materials and tools that can be used in making improvised brushes, as a motivation in improvising brushes. 	<ol style="list-style-type: none"> What materials and tools can be used to make improvised brushes? How do you make improvised brushes? How can you paint using improvised brushes?

		b) collect materials and tools that can be used to improvised brushes c) improvise brushes from locally available materials d) use the improvised brushes to paint within the outlines of simple shapes e) display, talk about and appreciate their own and others' work	<ul style="list-style-type: none"> • In a group, learners are guided to collect materials and tools that can be used to improvised brushes. • Individually learners improvise brushes using locally available materials and tools. • Individually learners use the improvised brushes to paint within simple shapes. • In a group, learners display, talk about and appreciate their own and others' work. 	
Core-competence to be developed: Learners acquire: <ul style="list-style-type: none"> • Communication and collaboration in group work activities as the learners exchange ideas • Critical thinking and problem solving as the learners identify materials and tools for making brushes in physical and/or ICT environment, and collect the materials and tools. • Imagination and creativity as they express themselves through colouring of simple shapes. • Self-efficacy as learners display, talk about and appreciate their own and others' work, during display sessions. • Digital literacy skills as learners explore and use ICT environment in ICT devices to discover other materials and tools for making improvised brushes. • Learning to Learn as learners discover other materials and tools for making improvised brushes in the ICT environment, through ICT devices. 				
Links to PCI's: <ul style="list-style-type: none"> • Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions. • Health Education: Teacher to emphasis on safety when learners are using cutting tools as they improvise brushes • ESD: Teacher to guide learners in taking care of the environment while collecting materials. 		Links to values: <ul style="list-style-type: none"> • Learner to acquire the value of responsibility, respect and sharing during group work • In reusing waste materials from the environment, the learners demonstrate value of patriotism 		
Link to other learning activity areas: <ul style="list-style-type: none"> • Language activities: the word improvise can be incorporate as a vocabulary. • Mathematical activities: this lesson can enhance the learning of shapes. • Environmental Activities: this lesson can enhance care of the as learners collect waste materials for improvising brushes 		Suggested community service learning to support learning through application: <ul style="list-style-type: none"> • With the help of parents/caregivers, learners, make improvised brushes to use in painting in the community. 		

Suggested non-formal activity to support learning through application: <ul style="list-style-type: none">Learners can undertake collection of litter in the school and sort out materials and tools, which can be used in making improvised brushes.		Suggested assessment <ul style="list-style-type: none">Oral questions, discussions, observations, portfolios	
Suggested resources: <ul style="list-style-type: none">Papers, pencils, old clothes, sponge, sisal fibre, palm fibre, coconut fibre, green sticks, powder paints, improvised paint, improvised brushes, ICT devices, and any other relevant resources.			
Assessment Rubric			
Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Competently identifies and collects materials and tools that can be used to improvise brushes and enjoys making well-finished brushes, and elaborately paints within the outlines of simple shapes, using current and/or emerging technologies.	Competently identifies and collects materials and tools that can be used to improvise brushes and makes well-finished brushes, and paints within the outlines of simple shapes, using current and/or emerging technologies.	Identifies and collects materials and tools that can be used to improvise brushes and makes brushes, and paints within the outlines of simple shapes, using current and/or emerging technologies.	Barely identifies and collects materials and tools that can be used to improvise brushes and unable to make brushes, and cannot paint within the outlines of simple shapes, using current and/or emerging technologies.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Pattern Making	3.1 Line Pattern (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify different linear patterns in the physical and/or ICT environment, as a motivation in pattern making identify materials and tools that can be used to make linear patterns in physical and/or ICT environment, as a motivation in patterns making observe objects with line patterns in the physical or ICT environment to help in creation of line patterns make line patterns in colour display, talk about and appreciate their own and others' work 	<ul style="list-style-type: none"> In a group, learners are taken for an environmental and/or digital tour to identify different linear patterns. In a group, learners are guided to identify materials and tools that can be used to make linear patterns in physical and/or ICT environment, as a motivation in patterns making In a group, learners are taken for an environmental and/or digital tour to observe different line patterns. Individually, learners make line patterns in colour, using current and/or emerging technologies. In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> How do we identify patterns in our environment? How do we identify materials and tools that can be used to make patterns? Where do we find line patterns in our environment? How do you make line patterns? What colours do you like to use in making line patterns?

Core-competence to be developed: The learner to acquire: <ul style="list-style-type: none">• Communication and collaboration skills in group work activities as they exchange ideas.• Imagination and creativity skills as they express themselves through line patterns.• Self-efficacy as they express themselves about their artwork during display sessions.• Digital Literacy as they explore ICT environment for different patterns and make line patterns, using ICT devices.• Learning to Learn as learners discover more different patterns using current and emerging technologies.			
Links to PCI's : <ul style="list-style-type: none">• Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions.• Health Education: Teacher to emphasis on safety when learners are using paint as they make line patterns.		Links to values: <ul style="list-style-type: none">• Learner to acquire the values of responsibility, respect and sharing during group work	
Link to other learning activity areas: <ul style="list-style-type: none">• In Movement activities: learners can have movements that incorporate line patterns.• In Music, learners can use line patterns in dance formations.		suggested community service learning to support learning through application: <ul style="list-style-type: none">• With the help of parents/care givers, learners design simple linear patterned cards for decoration at home.	
Suggested non formal activity to support learning through application <ul style="list-style-type: none">• Learners to compete across the classes in making line patterns, in in-house exhibitions organised by the school.		Suggested assessment <ul style="list-style-type: none">• Oral questions, discussions, observations, portfolios	
Suggested resources: Papers, pencils, powder paints, rugs, water, containers, brushes, ICT devices, and any other relevant resources.			
Assessment rubric			
Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Competently identifies different line patterns in the physical and/or ICT environment and enjoys making complex line patterns in colour using current and/or emerging technologies.	Competently identifies different line patterns in the physical and/or ICT environment and makes line patterns in colour using current and/or emerging technologies.	Identifies different line patterns in the physical and/or ICT environment and makes line patterns in colour using current and/or emerging technologies.	Hardly identifies different line patterns in the physical and/or ICT environment and unable to make line patterns in colour using current and/or emerging technologies.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.2 Pattern Making	3.2 Dot Pattern (2 lessons)	By the end of the sub strand, the learner should be able to: a) review different patterns in the physical and/or ICT environment, as a motivation in pattern making b) observe objects with dot patterns in the physical or ICT environment to help in making of patterns in pattern making c) make patterns in colour using dots d) display, talk about and appreciate their own and others' work	<ul style="list-style-type: none"> In a group, learners are guided to review different patterns in the physical and/or ICT environment, as a motivation in pattern making. In a group, learners are taken for an environmental and/or digital tour to observe different dot patterns. Individually, learners make patterns in colour using dots. In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> How do we identify dot patterns in our environment? Where do we find dot patterns in our environment? How do you make dot patterns? What colours do you like to use in making dot patterns?
Core-competence to be developed: The learner to acquire: <ul style="list-style-type: none"> Communication and collaboration skills in-group work activities as they exchange ideas. Imagination and creativity skills as they express themselves through dot patterns. Self-efficacy as they express themselves about their artwork during display sessions. Digital Literacy as they explore ICT environment for different patterns and make line patterns, using ICT devices. Learning to Learn as learners discover different patterns using current and emerging technologies. 				
Links to PCI's: <ul style="list-style-type: none"> Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions. Health Education: Teacher to emphasis on safety when learners are using paint to make dot patterns. 			Links to values: <ul style="list-style-type: none"> Learner to acquire the value of responsibility, respect and sharing during group work 	
Link to other learning activity areas: <ul style="list-style-type: none"> Language activities: the word dot can incorporate as part of the vocabulary. In Music, learners can use dot patterns in dance formations. 			Suggested community service learning to support learning through application: <ul style="list-style-type: none"> With the help of parents/care givers, learners design simple dot pattern cards for decoration at home. 	
Suggested community service learning/non-formal activity to support learning through application: <ul style="list-style-type: none"> Learners to compete across the classes in making dot patterns in in-house exhibitions organised by the school. 			Suggested assessment <ul style="list-style-type: none"> Oral questions, discussions, observations, portfolios 	

Suggested resources: <ul style="list-style-type: none"> Papers, pencils, powder paints, water, containers, rugs, brushes, ICT devices, and any other relevant resources. 			
Assessment Rubric			
Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Competently identifies different line patterns in the physical and/or ICT environment and enjoys making complex dot patterns in colour using current and/or emerging technologies.	Competently identifies different line patterns in the physical and/or ICT environment and makes dot patterns in colour using current and/or emerging technologies.	Identifies different line patterns in the physical and/or ICT environment and makes dot patterns in colour using current and/or emerging technologies.	Hardly identifies different line patterns in the physical and/or ICT environment and unable to make dot patterns in colour using current and/or emerging technologies.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experience	Key inquiry questions
3.0 Pattern Making	3.3 Numeral Pattern (2 lessons)	By the end of the sub strand, the learner should be able to: a) review different patterns in the physical and/or ICT environment, as a motivation in pattern making b) observe numeral pattern in the physical and/or ICT environment, as a motivation in patterns using numerals c) make numeral patterns in colour d) display, talk about and appreciate their own and others' work	<ul style="list-style-type: none"> In a group, learners are guided to review different patterns in the physical and/or ICT environment, as a motivation in pattern making In a group, learners are taken for an environmental and/or digital tour to observe numeral patterns. Individually, learners make numeral patterns in colour using current and/or emerging technologies. In a group, learners to display, talk about and appreciate their own and others' work 	<ol style="list-style-type: none"> How do we identify numeral patterns in our environment? Where do we find numeral patterns in our environment? How do you make numeral patterns? What colours do you like to use to make numeral patterns?

Core-competence to be developed: The learner to acquire: <ul style="list-style-type: none">• Communication and collaboration skills in group work activities as they exchange ideas.• Imagination and creativity skills as they express themselves through numeral patterns.• Self-efficacy as they express themselves about their artwork during display sessions.• Digital Literacy as they explore ICT environment for numeral patterns.• Learning to Learn as learners discover numeral patterns, materials and tools for making numeral patterns.			
Links to PCI's: <ul style="list-style-type: none">• Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions.• Health Education: Teacher to emphasis on safety when learners are using paint to make numeral patterns.		Links to values: <ul style="list-style-type: none">•Learner to acquire the value of responsibility, respect and sharing during group work	
Link to other learning activity areas: <ul style="list-style-type: none">• Mathematical activities: numeral patterns can serve to enhance the concept of numbers taught.		Suggested community service learning/non-formal activity to support learning through application: <ul style="list-style-type: none">• With the help of parents/care givers, learners to design simple numeral patterned cards for the community.	
Suggested non-formal activity to support learning through application: <ul style="list-style-type: none">• Learners to compete across the classes in making numeral patterns in in-house exhibitions organised by the school.		Suggested assessment <ul style="list-style-type: none">• Oral questions, discussions, observations, portfolios	
Suggested Resources: <ul style="list-style-type: none">• Papers, pencils, powder paints, water, containers, brushes, ICT devices, and any other relevant resources.			
Assessment Rubric			
Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Competently identifies numeral patterns in the physical and/or ICT environment and enjoys making complex numeral patterns in colour using current and/or emerging technologies.	Competently identifies numeral patterns in the physical and/or ICT environment and makes numeral patterns in colour using current and/or emerging technologies.	Identifies numeral patterns in the physical and/or ICT environment and makes numeral patterns in colour using current and/or emerging technologies.	Hardly identifies numeral patterns in the physical and/or ICT environment and unable to make numeral patterns in colour using current and/or emerging technologies.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
4.0 Paper Craft	4.1 Rolling Technique (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify decorative items made out of paper in the physical and/or ICT environment to help in making of items in paper craft b) identify materials and tools that can be used in paper craft in physical and/or ICT environment c) observe decorative items made out of paper using rolling technique in the physical and/or ICT environment to help in making of items using rolling technique d) make decorative items out of paper using rolling technique e) display, talk about and appreciate their own and others' work	<ul style="list-style-type: none"> • In a group, learners are guided to identify decorative items made out of paper using rolling technique in the physical and/or ICT environment to help in making of items in paper craft • In a group, learners are guided to identify materials and tools that can be used in paper craft in physical and/or ICT environment. • In a group, learners are taken for an environmental and/or digital tour to observe items made out of paper using rolling technique. • Individually, learners make decorative items out of paper using rolling technique. • In a group, learners display, talk about and appreciate their own and others' work 	<ol style="list-style-type: none"> 1. How do we identify decorative items made out of paper in our environment? 2. Where do we find decorative items made out of paper using rolling technique in our environment? 3. How do you make decorative items out of paper using rolling technique? 4. What items do you want to make out of paper using rolling technique?
Core Competences to be developed: The learner to acquire: <ul style="list-style-type: none"> • Communication and collaboration skills in group work activities as they exchange ideas. • Imagination and creativity skills as they express themselves through paper craft. • Self-efficacy as they express themselves about their artwork during display sessions. • Digital Literacy as they explore ICT environment using ICT devices, for decorative items made out of paper, • Learning to Learn as learners discover decorative items made out of paper using rolling technique in paper craft, materials and tools for making items in paper craft. 				
Link to PCIs:		Link to values:		
<ul style="list-style-type: none"> • Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions. 		<ul style="list-style-type: none"> • Learner to acquire the value of responsibility, respect and sharing during group work 		

<ul style="list-style-type: none">Health Education: Teacher to emphasis on safety when learners are using cutting tools in paper craft.			
Link to other learning activity areas: <ul style="list-style-type: none">Language activities: the word rolling can be included as a vocabulary.Movement activities: the action of rolling to be included in movement.	Suggested community service learning/non-formal activity to support learning through application: <ul style="list-style-type: none">With the help of parents/care givers, learners make decorative paper items for the community.		
Suggested non formal activity to support learning through application: <ul style="list-style-type: none">Learners to make decorative items in paper craft and compete among themselves in in-house exhibitions organised by the school.	Suggested assessment <ul style="list-style-type: none">Oral questions, discussions, observations, portfolios		
Suggested resources: <ul style="list-style-type: none">Paper, cutting tools, rulers, adhesives, pencils, brushes, ICT devices, and any other relevant resources.			
Assessment rubric			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Competently identify decorative items made out of paper, and materials and tools, which can be used in paper craft and enjoys making detailed decorative items out of paper using rolling technique.	Competently identify decorative items made out of paper, and materials and tools, which can be used in paper craft and makes decorative items out of paper using rolling technique.	Identifies decorative items made out of paper, and materials and tools, which can be used in paper craft and makes decorative items out of paper using rolling technique.	Hardly identifies decorative items made out of paper, and materials and tools, which can be used in paper craft and unable to make decorative items out of paper using rolling technique.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
4.0 Paper Craft	4.2 Twisting Technique (2 lessons)	By the end of the sub strand, the learner should be able to: a) review decorative items made out of paper and materials and tools that can be used in paper craft in the physical and/or ICT environment to help in making of items in paper craft	<ul style="list-style-type: none"> In a group, learners are guided to review decorative items made out of paper and materials and tools that can be used paper craft in the physical and/or ICT environment to help in making of items in paper craft 	<ol style="list-style-type: none"> How do we identify items made out of paper using twisting technique in our environment? Where do we find items made out of paper using twisting technique in our environment?

		<p>b) observe decorative items made out of paper using twisting technique in the physical and/or ICT environment to help in making of items using twisting technique</p> <p>c) make decorative items out of paper using twisting technique</p> <p>d) display, talk about and appreciate their own and others' work</p>	<ul style="list-style-type: none">• In a group, learners are taken for an environmental and/or digital tour to observe decorative items made out of paper using twisting technique, to help in making of items in paper craft using twisting technique.• Individually, learners make decorative items out of paper using twisting technique.• In a group, learners display, talk about and appreciate their own and others' work	<p>3. How do you make items out of paper using twisting technique?</p> <p>4. What items do you want to make out of paper using twisting technique?</p>
<p>Core Competences to be developed:</p> <p>The learner to acquire:</p> <ul style="list-style-type: none">• Communication and collaboration skills in group work activities as they exchange ideas.• Imagination and creativity skills as they express themselves through paper craft.• Self-efficacy as they express themselves about their artwork during display sessions.• Digital Literacy as they explore ICT environment in ICT devices for items made out of paper using twisting technique.• Learning to Learn as learners discover items made out of paper using twisting technique in paper craft, materials and tools for making the items.				
<p>Link to PCIs:</p> <ul style="list-style-type: none">• Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions.• Health Education: Teacher to emphasis on safety when learners are using cutting tools in paper craft.		<p>Link to values:</p> <ul style="list-style-type: none">• Learner to acquire the value of responsibility, respect and sharing during group work		
<p>Link to other learning activity areas:</p> <ul style="list-style-type: none">• Language activities: The word twisting can be included in the vocabulary.• Movement activities: The action of twisting can be included in movement.			<p>Suggested community service learning activity to support learning through application:</p> <ul style="list-style-type: none">• With the help of parents/care givers, learners make decorative paper craft items for the community.	
<p>Suggested non-formal activity to support learning through application:</p> <ul style="list-style-type: none">• Learners to make decorative items in paper craft and compete among themselves in in-house exhibitions organised by the school.			<p>Suggested assessment</p> <ul style="list-style-type: none">• Oral questions, discussions, observations, portfolios	
<p>Suggested resources:</p> <p>Paper, cutting tools, rulers, adhesives, pencils, brushes, ICT devices.</p>				

Assessment rubric			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Competently identify decorative items made out of paper, and materials and tools, which can be used in paper craft and enjoys making complex items out of paper using twisting technique.	Competently identify decorative items made out of paper, and materials and tools, which can be used in paper craft and makes decorative items out of paper using twisting technique.	Identifies decorative items made out of paper, and materials and tools, which can be used in paper craft and makes decorative items out of paper using twisting technique.	Hardly identifies decorative items made out of paper, and materials and tools, which can be used in paper craft and unable to make decorative items out of paper using twisting technique.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
4.0 Paper Craft	4.3 Folding Technique (2 lessons)	By the end of the sub strand, the learner should be able to: a) review decorative items made out of paper and materials and tools that can be used in paper craft in the physical and/or ICT environment to help in making of items in paper craft b) observe decorative items made out of paper using folding technique in the physical and/or ICT environment to help in making of items out of paper using folding technique c) make decorative paper items out of paper using folding technique d) display, talk about and appreciate their own and others' work	<ul style="list-style-type: none"> In a group, learners guided in reviewing decorative items made out of paper and materials and tools that can be used in paper craft in the physical and/or ICT environment to help in making of items in paper craft In a group, learners are taken for an environmental and/or digital tour to observe items made out of paper using folding technique. Individually, learners make items out of paper using folding technique. In a group, learners display, talk about and appreciate their own and others' work 	<ol style="list-style-type: none"> How do we identify items made of paper using folding in our environment? Where do we find items made of paper using folding technique in our environment? How do you create items made of paper using folding technique? What items do you like make out of paper using folding technique?
Core competences to be developed: <ul style="list-style-type: none"> Communication and collaboration skills in group work activities as they exchange ideas. Imagination and creativity skills as they express themselves through paper craft. Self-efficacy as they express themselves about their artwork during display sessions. Digital Literacy as they explore ICT environment ICT devices for items made out of paper using folding technique. 				

<ul style="list-style-type: none">• Learning to Learn as learners discover items made out of paper using folding technique in paper craft, materials and tools for making the items.			
Link to PCIs: <ul style="list-style-type: none">• Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions.• Health Education: Teacher to emphasis on safety when learners are using cutting tools in paper craft.		Link to values: <ul style="list-style-type: none">• Learner to acquire the value of responsibility, respect and sharing during group work	
Link to other learning activity areas: <ul style="list-style-type: none">• Language activities: the word folding can be included in the vocabulary.• Movement activities: the action of folding to be included in movement.		Suggested community service learning activity to support learning through application: <ul style="list-style-type: none">• With the help of parents/care givers, learners make paper craft items for the community.	
Suggested non-formal activity to support learning through application: <ul style="list-style-type: none">• Learners to make decorative items in paper craft and compete among themselves in in-house exhibitions organised by the school		Suggested assessment: <ul style="list-style-type: none">• Oral questions, discussions, observations, portfolios	
Suggested resources: Paper, cutting tools, rulers, adhesives, pencils, brushes, ICT devices, and any other relevant resources.			
Assessment rubric			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Competently identify decorative items made out of paper, and materials and tools, which can be used in paper craft and enjoys making complex items out of paper using folding technique.	Competently identify decorative items made out of paper, and materials and tools, which can be used in paper craft and makes decorative items out of paper using folding technique.	Identifies decorative items made out of paper, and materials and tools, which can be used in paper craft and makes decorative items out of paper using folding technique.	Hardly identifies decorative items made out of paper, and materials and tools, which can be used in paper craft and unable to make decorative items out of paper using folding technique.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
5.0 Fabric Decoration	5.1 Painting on fabric with fingers (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify painted fabrics in the physical and/or ICT environment as a motivation to paint own fabric	<ul style="list-style-type: none"> • In a group, learners guided in identifying painted fabrics in the physical and/or ICT environment for motivation to paint their own fabrics. 	1. How do we identify finger painted fabric in our environment? 2. Where do we find finger painted fabric in our environment?

		b) identify materials and tools that can be used in painting on fabric in physical and/or ICT environment c) observe finger painted fabrics in the physical and/or ICT environment to help in painting on fabric with fingers d) use fingers to paint on fabric e) display, talk about and appreciate their own and others' work	<ul style="list-style-type: none"> In a group, learners are guided to identify materials and tools that can be used in painting on fabric in the physical and/or ICT environment In a group, learners are taken for an environmental and/or digital tour to observe finger painted fabric. Individually, learners use fingers to paint on fabric. In a group, learners display, talk about and appreciate their own and others' work 	3. How do you paint on fabric using fingers? 4. What have you enjoyed when painting on fabric using fingers?
Core-competence to be development: The learner to acquire: <ul style="list-style-type: none"> Communication and collaboration skills in group work activities as they exchange ideas. Imagination and creativity skills as they express themselves through fabric decoration. Self-efficacy as they express themselves about their artwork during display sessions. Digital Literacy as they explore ICT environment in ICT devices for painting on fabric in fabric decoration. Learning to Learn as learners explore finger painting on fabric and, materials and tools for fabric decoration. 				
Links to PCI's: <ul style="list-style-type: none"> Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions. Health Education: Teacher to emphasis on safety when learners are using fingers and paint to decorate fabrics. 			Link to values: <ul style="list-style-type: none"> Learner to acquire the value of responsibility, respect and sharing during group work 	
Link to other learning activity areas: <ul style="list-style-type: none"> Hygiene and Nutrition: simple finger-painted furnishings can be used for home furnishing. 			Suggested community service learning activity to support learning through application: <ul style="list-style-type: none"> With the help of parents/care givers, learners paint on fabric using fingers to make simple furnishings for the community. 	
Suggested non-formal activity to support learning through application: <ul style="list-style-type: none"> Learners to compete among themselves in fabric decoration in in-house exhibitions organised by the school 			Suggested assessment Oral questions, discussions, observations, portfolios	

Suggested Resources: Fabric, paint, fingers, brushes, sponge, painted fabrics, water, cleaning rags			
Assessment rubric			
Exceed expectation	Meets expectation	Approaches expectation	Below expectation
Competently identifies painted fabrics and materials and tools, which can be used in painting on fabric and enjoys painting elaborate designs on fabric using fingers.	Competently identifies painted fabrics and materials and tools, which can be used in painting on fabric and paints designs on fabric using fingers.	Identifies painted fabrics and materials and tools, which can be used in painting on fabric and paints designs on fabric using fingers.	Hardly identifies painted fabrics and materials and tools, which can be used in painting on fabric and unable to paint designs on fabric using fingers.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
5.0 Fabric Decoration	5.2 Painting on fabric with brush (2 lessons)	By the end of the sub strand, the learner should be able to: a) review painted fabrics and materials and tools that can be used in painting on fabrics in the physical and/or ICT environment as a motivation to paint own fabrics b) identify brush painted fabric in the physical and/or ICT environment for motivation to paint own fabrics c) use brush to paint on fabric d) display, talk about and appreciate their own and others' work	<ul style="list-style-type: none"> In a group, learners guided in reviewing painted fabrics and materials and tools that can be used in painting on fabrics in the physical and/or digital as a motivation to paint own fabrics In a group, learners guided in identifying brush painted fabric in the physical and/or ICT environment for motivation to paint their own fabrics. Individually, learners use brush to paint on fabric. In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> How do we identify brush painted fabric in our environment? Where do we find brush painted fabric in our environment? How do you paint on fabric using brush? What have you enjoyed when painting on fabric using brush?
Core-competence to be development: The learner to acquire: <ul style="list-style-type: none"> Communication and collaboration skills in group work activities as they exchange ideas. Imagination and creativity skills as they express themselves through fabric painting. Self-efficacy as they express themselves about their artwork during display sessions. Digital Literacy as they explore ICT environment in ICT devices for brush painting in fabric decoration. Learning to Learn as learners explore brush painting on fabric and, materials and tools for fabric decoration. 				

Links to PCI's: <ul style="list-style-type: none">Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions.Health Education: Teacher to emphasis on safety when learners are using and paint to decorate fabrics.		Link to values: <ul style="list-style-type: none">Learner to acquire the value of responsibility, respect and sharing during group work	
Link to other learning activity areas: <ul style="list-style-type: none">Language activities: the word brush can be included in the vocabulary.Hygiene and Nutrition: simple brush-painted furnishings can be used for home furnishing.		Suggested community service learning activity to support learning through application: <ul style="list-style-type: none">With the help of parents/care givers, learners paint on fabric using brush to make simple furnishings for the community.	
Suggested non-formal activity to support learning through application: <ul style="list-style-type: none">Learners to compete among themselves in fabric decoration in in-house exhibitions organised by the school.		Suggested assessment <ul style="list-style-type: none">Oral questions, discussions, observations, portfolios	
Suggested Resources: <ul style="list-style-type: none">Fabric, paint, fingers, brushes, sponge, painted fabrics, water, cleaning rags, ICT devices, and any other relevant resources.			
Assessment rubric			
Exceed expectation	Meets expectation	Approaches expectation	Below expectation
Competently identifies painted fabrics and materials and tools, which can be used in painting on fabric and enjoys painting elaborate designs on fabric using brush.	Competently identifies painted fabrics and materials and tools, which can be used in painting on fabric and paints designs on fabric using brush.	Identifies painted fabrics and materials and tools, which can be used in painting on fabric and paints designs on fabric using brush.	Hardly identifies painted fabrics and materials and tools, which can be used in painting on fabric and unable to paint designs on fabric using brush.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
5.0 Fabric Decoration	5.3 Painting on fabric with sponge (2 lessons)	By the end of the sub strand, the learner should be able to: a) review painted fabrics and materials and tools that can be used in painting on fabrics in the physical and/or ICT environment as a motivation to paint own fabrics	<ul style="list-style-type: none"> In a group, learners guided in reviewing painted fabrics and materials and tools that can be used in painting on fabrics in the physical and/or digital as a motivation to paint own fabrics 	<ol style="list-style-type: none"> How do we identify sponge painted fabric in our environment? Where do we find sponge painted fabric in our environment? How do you paint on fabric using sponge?

		<p>b) identify sponge painted fabric in the physical and/or ICT environment for motivation to paint own fabrics</p> <p>c) use sponge to paint on fabric</p> <p>d) display, talk about and appreciate their own and others' work</p>	<ul style="list-style-type: none">• In a group, learners guided in identifying sponge painted fabric in the physical and/or ICT environment for motivation to paint their own fabrics.• Individually, learners use sponge to paint on fabric.• In a group, learners display, talk about and appreciate their own and others' work.	4. What have you enjoyed when painting on fabric using sponge?
Core competence to be development: The learner to acquire: <ul style="list-style-type: none">• Communication and collaboration skills in group work activities as they exchange ideas.• Imagination and creativity skills as they express themselves through fabric painting.• Self-efficacy as they express themselves about their artwork during display sessions.• Digital Literacy as they explore ICT environment in ICT devices for sponge painting in fabric decoration.• Learning to Learn as learners explore sponge painting on fabric, materials, and tools for fabric decoration.				
Links to PCI's: <ul style="list-style-type: none">• Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions.• Health Education: Teacher to emphasis on safety when learners are using sponge and paint to decorate fabrics.			Link to values: <ul style="list-style-type: none">• Learner to acquire the value of responsibility, respect and sharing during group work	
Link to other learning activity areas: <ul style="list-style-type: none">• Language activities: the word sponge can be included in the vocabulary.• Hygiene and Nutrition: simple sponge-painted furnishings can be used for home furnishing.			Suggested community service learning activity to support learning through application: <ul style="list-style-type: none">• With the help of parents/care givers, learners paint on fabric using sponge to make simple furnishings for the community.	
Suggested non-formal activity to support learning through application: <ul style="list-style-type: none">• Learners to compete among themselves in fabric decoration in in-house exhibitions organised by the school.			Suggested assessment <ul style="list-style-type: none">• Oral questions, discussions, observations, portfolios	
Suggested Resources: <ul style="list-style-type: none">• Fabric, paint, fingers, brushes, sponge, painted fabrics, water, cleaning rugs, ICT devices, and any other relevant resources.				

Assessment rubric			
Exceed expectation	Meets expectation	Approaches expectation	Below expectation
Competently identifies painted fabrics and materials and tools, which can be used in painting on fabric and enjoys painting elaborate designs on fabric using sponge.	Competently identifies painted fabrics and materials and tools, which can be used in painting on fabric and paints designs on fabric using sponge.	Identifies painted fabrics and materials and tools, which can be used in painting on fabric and paints designs on fabric using sponge.	Hardly identifies painted fabrics and materials and tools, which can be used in painting on fabric and unable to paint designs on fabric using sponge.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
6.0 Mounting Techniques	6.1 Mosaic (3 lessons)	By the end of the sub strand, the learner should be able to; a) identify simple mosaic pictures in the physical and/or ICT environment for motivation to make own mosaic pictures b) identify locally available materials and tools that can be used in mosaic picture making in the physical and/or ICT environment. c) collect different types of locally available materials and tools from the environment that can be used to make simple mosaic pictures. d) make simple pictures in mosaic using locally available materials and tools. e) display, talk about and appreciate own and others' work	<ul style="list-style-type: none"> • In a group, learners are guided to identify simple mosaic pictures in the physical and/or ICT environment for motivation to make own mosaic pictures. • In a group, learners are guided to identify materials and tools that can be in mosaic picture making in the physical and/or ICT environment. • In a group, learners are taken for an environmental and/or digital tour to collect different types of locally available materials and tools from the environment that can be used to make simple mosaic pictures. • Individually, learners make decorative items out of paper using rolling technique. • In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> 1. How do we identify mosaic pictures? 2. How do we identify materials and tools used to make mosaic pictures? 3. How do we make mosaic pictures? 4. What kind of mosaic pictures would like to make?

Core competencies to be developed: The learner to acquire: <ul style="list-style-type: none">• Communication and collaboration skills in group work activities as they exchange ideas.• Imagination and creativity skills as they express themselves through mosaic picture making.• Self-efficacy as they express themselves about their artwork during display sessions.• Digital Literacy as they explore ICT environment in ICT devices for mosaic picture making.• Learning to Learn as learners explore mosaic picture making, materials, and tools for making mosaic pictures.			
Links to PCIs: <ul style="list-style-type: none">• Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions.• ESD: The teacher to guide learner to care for the environment as source of materials and tools for mosaic picture making.		Link to values: <ul style="list-style-type: none">• Learner to acquire the value of responsibility, respect and sharing during group work.• In reusing recycling waste materials from the environment, the learners demonstrate value of patriotism	
Link to other learning activity areas: <ul style="list-style-type: none">• Environmental Activities: the use of locally available materials emphasises on use of non-degradable, recycled, reused, waste materials.• Health Education: Teacher to emphasis on safety when learners are collecting and using different types of locally available materials and tools from the environment.• Language activities: the word mosaic can be included in the vocabulary.• Hygiene and Nutrition: simple mosaic pictures can be used for home decoration.		Suggested community service learning activity to support learning through application: <ul style="list-style-type: none">• With the help of parents/care givers, learners to engage in cleaning community spaces; collecting waste materials and sorting materials and tools that can be used in creating texture.	
Suggested non-formal activity to support learning through application: <ul style="list-style-type: none">• Learners to compete among themselves in mosaic picture making.• The school to organise in-house exhibitions		Suggested assessment Oral questions, discussions, observations, portfolios	
Suggested Resources: Locally available materials and tools, adhesives, mounting surfaces, cutting tools, pencils, ICT devices, and any other relevant resources.			
Assessment rubric			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Competently identifies and collects different types of locally available material and tools for mosaic picture making and enjoys making detailed mosaic pictures.	Competently identifies and collects different types of locally available material and tools for mosaic picture making and makes mosaic pictures.	Identifies and collects different types of locally available material and tools for mosaic picture making and makes mosaic pictures.	Barely identifies and collects different types of locally available material and tools for mosaic picture making and unable to make mosaic pictures.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
7.0 Decorating Forms	7.1 Decorating Plastic Bottles using Coloured Paper (3 lessons)	By the end of the sub strand, the learner should be able to; a) identify simple decorated three-dimensional (3D) forms using coloured paper to help in motivating them to decorate 3D forms b) observe simple decorated 3D forms in the physical and/or ICT environment to help in simple decorated 3D forms. c) collect different types of materials and tools from the environment that can be used to make simple decorated 3D forms d) decorate plastic bottles using coloured paper for self-expression. e) display, talk about and appreciate own and others' work	<ul style="list-style-type: none"> Guide the learners, as a group, to Inquiry Corner to identify simple decorated 3D forms to motivate them Guide the learners, to observe simple decorated 3D forms in the physical and/or ICT environment Guide the learners, in identifying locally available materials and tools that can be to decorate 3D forms. Individually, learners decorate plastic bottles using coloured paper for self-expression. In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> How do we identify simple 3D forms that are decorated using coloured paper How do we identify materials and tools used in decorating simple 3D forms? How do we decorate plastic bottles using coloured paper? What colours would like to use to decorate plastic bottles?
Core Competencies to be developed: The learner to acquire: <ul style="list-style-type: none"> Communication and collaboration skills in group work activities as they exchange ideas. Imagination and creativity skills as they express themselves through decoration of forms. Self-efficacy as they express themselves about their artwork during display sessions. Digital Literacy as they explore ICT environment in decorating plastic bottles using coloured paper. Learning to Learn as learners explore decorating plastic bottles using coloured paper, materials, and tools in decoration of forms. 				
Links to PCIs: <ul style="list-style-type: none"> Learner to develop self-awareness and self-esteem as they display and talk about their work. 		Link to values: <ul style="list-style-type: none"> Learner to acquire the value of responsibility, respect and sharing during group work 		
Link to other learning activity areas: <ul style="list-style-type: none"> The use of locally available materials emphasises on use of non-degradable, recycled, reused, waste materials, which are linked to Environmental Activities. 		Suggested community service learning activity to support learning through application <ul style="list-style-type: none"> With the help of parents/care givers, learners to engage in collecting materials (especially non-degradable) used in decorating forms from the 		

<ul style="list-style-type: none">• Language activities can incorporate the word decorate as part of the vocabulary	environment as a way of keeping the community spaces clean.		
Suggested non-formal activity to support learning through application: <ul style="list-style-type: none">• Learners to compete among themselves in decorating forms.• The school to organise in-house exhibitions	Suggested assessment Oral questions, discussions, observations, portfolios		
Suggested resources: Found materials, assorted coloured paper, adhesives, ICT devices, and any other relevant resources.			
Assessment rubric			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys identifying and collecting different types of locally available materials and tools for decorating complex designs on 3D forms using coloured paper and competently makes elaborate decorative forms.	Keenly identifies and collects different types of locally available materials and decorates 3D forms using coloured paper and competently makes decorative forms	Identifies and collects different types of locally available materials and tools for decorating 3D forms using coloured paper but not competent in making decorative forms	Has no interest in identifying and collecting different types of locally available materials and tools for decorating 3D forms using coloured paper and is unable to make decorative forms

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
8.0 Ornaments	8.1 Single stranded bracelets (3 lessons)	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a) identify beaded ornaments at Inquiry Corner to help in motivating them make ornaments b) observe beaded ornaments in the physical and/or ICT environment to help in making ornaments c) collect different types of materials and tools from the environment that can be used to make beaded ornaments d) make bracelets using single strand beading for self-expression e) display, talk about and appreciate own and others' work 	<ul style="list-style-type: none"> Guide the learners, as a group, to Inquiry Corner to identify ornaments to motivate them Guide the learners, to observe ornaments in the physical and/or ICT environment Guide the learners, in collecting locally available materials and tools that can be make ornaments. Individually, learners make a bracelet using single strand beading for self-expression. In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> How do we identify ornaments in our environment? How do we identify materials and tools used in making ornaments? How do we make ornaments using single strand beading? What beads would you like to use in making stranded bracelets?

Core competences to be developed: The learner to acquire: <ul style="list-style-type: none">• Communication and collaboration skills in group work activities.• Imagination and creativity skills as they express themselves through the making of ornaments.• Self-efficacy as they express themselves about their artwork during display sessions.• Digital Literacy as they explore ICT environment in ICT devices.• Learning to Learn as learners explore making ornaments using other materials and tools.			
Link to PCIs: <ul style="list-style-type: none">• Life skill: Teacher to help learners develop self-awareness and self-esteem through display of their work and allow them to express themselves• Citizenship: unity in diversity as learners make ornaments from different cultural background		Link to values: <ul style="list-style-type: none">• Learner to acquire the value of responsibility, respect and sharing during group work	
Link to other learning activity areas: <ul style="list-style-type: none">• Language activities: incorporate the word ornament as part of the vocabulary• Environmental Activities: emphasises on safe use of non-degradable, locally available, recycled, reused and waste materials.		Suggested community service learning activity to support learning through application <ul style="list-style-type: none">• With the help of parents/care givers, learners to engage in collecting materials used in making ornaments from the environment as a way of keeping the community spaces clean.	
Suggested non-formal activity to support learning through application: <ul style="list-style-type: none">• Learners to compete among themselves in making ornaments.• The school to organise in-house exhibitions		Suggested assessment Oral questions, discussions, observations, portfolios	
Suggested resources: Assorted beads, quill, straws, needle, nails, cutting tools, strings, bracelets, wires, ICT devices, and any other relevant resources.			
Assessment rubric			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys identifying and collecting different types of locally available materials and tools for making ornaments and competently makes elaborate bracelets using single strand beading.	Keenly identifies and collects different types of locally available materials for making ornaments and competently makes bracelets using single strand beading	Identifies and collects different types of locally available materials and tools for making ornaments but not competent in making bracelets using single strand beading.	Has no interest in identifying and collecting different types of locally available materials and tools for making ornaments and is unable to make bracelets using single strand beading.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
9.0 Sculpture	9.1 Toys (3 lessons)	By the end of the sub strand, the learner should be able to; a) identify toys, locally available materials and tools for making toys at Inquiry Corner for motivation. b) observe toys in the physical and/or ICT environment to help in making toys. c) collect different types of materials and tools from the environment that can be used to make toys d) Make simple toys using locally available materials and tools, for playing. e) display, talk about and appreciate own and others' work	<ul style="list-style-type: none"> • Guide the learners, as a group, to Inquiry Corner to identify toys, locally available materials and tools for making toys at Inquiry Corner for motivation. • Guide the learners, to observe toys, locally available materials and tools for making toys in the physical and/or ICT environment • Individually, learners make simple toys using available materials and tools. • In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> 1. What toys have you seen in class' Inquiry Corner? 2. What materials and tools do we have for making simple toys? 3. What toys would you like to make?
Core Competence to be developed: The learner to acquire; <ul style="list-style-type: none"> • Communication and collaboration skills in group work activities. • Imagination and creativity skills as they express themselves through the making of toys. • Self-efficacy as they express themselves about their artwork during display sessions. • Digital Literacy as they explore ICT environment in ICT devices. Learning to Learn as learners explore making toys using other materials and tools.				
Link to PCI's <ul style="list-style-type: none"> • Life skill: The Learner to develop self- awareness, self-esteem and assertiveness as they display and talk about their work. • ESD: The teacher to guide learner to be aware of safety as they make toys. 			Link to values: <ul style="list-style-type: none"> • Learner to acquire the value of responsibility, respect and sharing during group work 	

Link to other learning activity areas: <ul style="list-style-type: none">Environmental activities: teach re-use of materials.	Suggested community service learning activity to support learning through application: <ul style="list-style-type: none">With help of parents/care givers , learners to collect used items from the community to be used in making toys as a way of environmental clean-up.		
Suggested non-formal activity to support learning through application: <ul style="list-style-type: none">Learners to compete among themselves in making toys.The school to organise in-house exhibitions	Suggested assessment Oral questions, discussions, observations, portfolios		
Suggested Resources: Sample toys, found materials, locally available materials and tools, strings, rubber bands, wire, straws, bottle tops, cutting tools, rubber, ICT devices, and any other relevant resources.			
Assessment rubric			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys identifying and collecting different types of locally available materials and tools for making toys and competently makes detailed toys.	Keenly identifies and collects different types of locally available materials for making toys and competently makes toys	Identifies and collects different types of locally available materials and tools for making toys but not competent in making toys.	Has no interest in identifying and collecting different types of locally available materials and tools for making toys and is unable to make toys.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
9.0 Sculpture	9.2 Kites (3 lessons)	By the end of the sub strand, the learner should be able to; a) identify kites, locally available materials and tools for making kites at Inquiry Corner for motivation. b) observe kites in the physical and/or ICT environment to help in making kites. c) collect different types of materials and tools from the environment that can be used to make kites	<ul style="list-style-type: none"> Guide the learners, as a group, to Inquiry Corner to identify kites, locally available materials and tools for making kites at Inquiry Corner for motivation. Guide the learners, to observe kites, locally available materials and tools for making kites in the physical and/or ICT environment Individually, learners make simple kites using available materials and tools. In a group, learners display, talk about and appreciate their own 	<ol style="list-style-type: none"> What is a kite? Have you ever seen a kite? How do you play with a kite? What materials and tools are used for making kites?

		d) Make simple kites using locally available materials and tools, for playing. e) display, talk about and appreciate own and others' work	and others' work.	
Core Competence to be developed: The learner to acquire: <ul style="list-style-type: none">• Communication and collaboration skills in group work activities.• Imagination and creativity skills as they express themselves through the making of kites.• Self-efficacy as they express themselves about their artwork during display sessions.• Digital Literacy as they explore ICT environment for kites, in ICT devices.• Learning to Learn as learners explore making kites using other materials and tools.				
Link to PCT's : <ul style="list-style-type: none">• Life skill: The Learner to develop self- awareness, self-esteem and assertiveness as they display and talk about their work.• ESD: The teacher to guide learner to be aware of safety as they make kites		Link to values: <ul style="list-style-type: none">• Learner to acquire the value of responsibility, respect and sharing during group work		
Link to other learning activity areas: <ul style="list-style-type: none">• Environmental activities: teach re-use of materials.		Suggested community service learning activity to support learning through application: <ul style="list-style-type: none">• With the help of parents/care givers , learners to collect used items from the community to be used in making kites as a way of environmental clean-up.		
Suggested non-formal activity to support learning through application: <ul style="list-style-type: none">• Learners to compete among themselves in making kites.• The school to organise in-house kite-flying day.		Suggested assessment <ul style="list-style-type: none">• Oral questions, discussions, observations, portfolios		
Suggested Resources: <ul style="list-style-type: none">• Locally available materials, old newspapers, sticks, straws, strings, rubber bands, sample kites, adhesives, ICT devices, and any other relevant resources.				
Assessment rubric				
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation	
Enjoys identifying and collecting different types of locally available materials and tools for making kites and competently makes detailed kites.	Keenly identifies and collects different types of locally available materials for making kites and competently makes kites	Identifies and collects different types of locally available materials and tools for making kites but not competent in making kites.	Has no interest in identifying and collecting different types of locally available materials and tools for making kites and is unable to make kites.	

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
10.0 Weaving	10.1 Plain Paper Weave (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify samples of plain weaves of varied materials and colours at Inquiry Corner for motivation. b) identify locally available material and tools for making plain weaves at Inquiry Corner for motivation. c) observe samples of plain weaves, materials and tools for weaving in the physical and/or ICT environment to help in making plain weaves in two colours. d) collect different types of materials and tools from the environment that can be used to make plain paper weaves in two colours. e) make simple paper table mats using plain weave in two colours from locally available materials and tools. f) display, talk about and appreciate own and others' work	<ul style="list-style-type: none"> • Guide the learners, as a group, to Inquiry Corner to identify samples of plain weaves of varied materials and colours for motivation. • Guide the learners, to observe samples of plain weaves from varied materials and colours in the physical and/or ICT environment for motivation. • Guide the learners, to collect different types of materials and tools from the environment that can be used to make plain paper weaves in two colours. • Individually, learners collect different types of materials and tools from the environment and make simple paper table mats using plain weave in two colours. • In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> 1. What is weaving? 2. How do we identify woven items? 3. How do we identify materials used in weaving? 4. What is the process of plain paper weaving?
Core Competence to be developed: Learner to acquire: <ul style="list-style-type: none"> • Communication and collaboration skills in group work activities. • Imagination and creativity skills as they express themselves through the making of paper plain weaves. • Self-efficacy as they express themselves about their artwork during display sessions. • Digital Literacy as they explore ICT environment for paper plain weaves, with ICT devices. • Learning to Learn as learners explore making plain weaves using other materials and tools, ICT devices, and any other relevant resources. 				
Link to PCI's: <ul style="list-style-type: none"> • Life skill: The Learner to develop self- awareness, self-esteem and assertiveness as they display and talk about their work. • ESD: The teacher to guide learners to observe safety as they make plain paper weaves 			Link to values: <ul style="list-style-type: none"> • Learner to acquire the value of responsibility, respect and sharing during group work. In reusing waste materials from the environment, the learners demonstrate value of patriotism 	

Link to other learning activity areas: <ul style="list-style-type: none">• Environmental activities: The learners are sensitized to use, recycle and re-use waste materials.• Language activities: The word plain can be defined to show its different applications.		Suggested community service learning activity to support learning through application: <ul style="list-style-type: none">• With the help of parents/care givers, learners carry out projects, weaving functional articles that can be sold as a way of introducing financial literacy.	
Suggested non-formal activity to support learning through application: <ul style="list-style-type: none">• During cleaning school compound, learners sort waste papers for use in paper weaving.• Learners to compete among themselves in plain paper weaving.• The school to organise in-house exhibitions		Suggested assessment <ul style="list-style-type: none">• Oral questions, discussions, observations, portfolios	
Suggested Resources: samples of plain weaves, raffia, straws, grass, sisal, thread, wool, polythene paper, assorted colours Manilla paper, cutting tools, ICT devices, and any other relevant resources.			
Assessment rubric			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys identifying and collecting different types of locally available materials and tools for making plain paper weave and competently makes elaborate two colour table mat	Keenly identifies and collects different types of locally available materials for making plain paper weave and competently makes two colour table mat	Identifies and collects different types of locally available materials and tools for making plain paper weave but not competent in making two colour table mat.	Has no interest in identifying and collecting different types of locally available materials and tools for making plain paper weave and is unable to make two colour table mat.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
11.0 Modelling	11.1 Pinch Method (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify items modelled using pinch method, materials and tools at Inquiry Corner for motivation. b) observe items modelled using pinch method, materials and tools in the physical and/or ICT environment for motivation.	<ul style="list-style-type: none"> Learners are guided, as a group, to Inquiry Corner to identify items modelled using pinch method, materials and tools for motivation. Learners are guided, to observe items modelled using pinch method, materials and tools in the physical and/or ICT environment for motivation. 	<ol style="list-style-type: none"> What items in Inquiry Corner are modelled using pinch method? What materials and tools are used for modelling? What items would you like to model?

		c) model simple objects using pinch method for self-expression d) display, talk about and appreciate own and others' work	<ul style="list-style-type: none">Individually, learners model simple objects using pinch method for self-expression.In a group, learners display, talk about and appreciate their own and others' work.	
Core competence to be developed: Learner to acquire: <ul style="list-style-type: none">Communication and collaboration skills in group work activities.Imagination and creativity skills as they express themselves through modelling.Self-efficacy as they express themselves about their artwork during display sessions.Digital Literacy as learners explore ICT environment/ICT devices to enhance Pinch Method of modelling.Learning to Learn as learners explore modelling and make varied designs, using other materials and tools.				
Links to PCI's: <ul style="list-style-type: none">Life skill: The Learner to develop self- awareness, self-esteem and assertiveness as they display and talk about their work.			Link to values: <ul style="list-style-type: none">Learner to acquire the value of responsibility, respect and sharing during group work	
Link to other learning activity areas: <ul style="list-style-type: none">Language activities: incorporate the word pinch as part of the vocabulary			Suggested community service learning activity to support learning through application: <ul style="list-style-type: none">With the help of parents/care givers, learners are guided to model items based on cultural designs for display at community centres.	
Suggested non-formal activity to support learning through application: <ul style="list-style-type: none">The school to organise for resource persons in community to talk about modelling items based on cultural designs and processes.			Suggested assessment <ul style="list-style-type: none">Oral questions, discussions, observations, portfolios	
Suggested Resources: <ul style="list-style-type: none">Clay, water, containers, cleaning rugs, sample items made using Pinch Method, ICT devices, and any other relevant resources.				
Assessment rubric				
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation	
Competently models detailed items by pinch method, using materials and tools identified and motivated by the samples observed.	Competently models items by pinch method, using materials and tools identified and motivated by the samples observed.	Can model items by pinch method but since disinterested and has limited ability to carry out the activity.	Hardly models items by pinch method, using materials and tools identified and not motivated by the samples observed.	

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
11.0 Modelling	11.2 Coiling technique (3 lessons)	By the end of the sub strand, the learner should be able to; a) observe items modelled using coil method, materials and tools in the physical and/or ICT environment for motivation b) identify materials and tools used in modelling by coil method, in the physical and/or ICT environment for motivation c) model items using coil method for self-expression d) display, talk about and appreciate own and others' work	<ul style="list-style-type: none"> Learners are guided, to observe items modelled using coil method, materials and tools in the physical and/or ICT environment for motivation. Learners are guided, as a group, in the physical and/or ICT environment to identify materials and tools for modelling using coil method, for motivation. Individually, learners model simple items using coil method for self-expression. In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> What items in the physical and/or ICT environment are modelled using coil method? What materials and tools are used for modelling? What items would you like to model?
Core-competence to be development: Learner to acquire: <ul style="list-style-type: none"> Communication and collaboration while modelling and talking about their and others work Imagination and creativity while modelling. Self-efficacy when expressing self about their displayed artwork. 				
Links to PCF's: <ul style="list-style-type: none"> Health education: Teacher to guide learners to observe hygiene during and after modelling. Parental engagement: parents/care givers may be asked to source for materials and tools for modelling. 			Link to values: Learner to acquire the value of responsibility, respect and sharing during group work.	
Link to other learning activity areas: <ul style="list-style-type: none"> Mathematical activities: coil modelled numerals and shapes can be used. Language activities: coil modelled alphabets and shapes can be used. 			Suggested community service learning activity to support learning through application: <ul style="list-style-type: none"> With the help of parents/care givers, learners are guided to visit a children's institution to donate modelled items and to show them how to model. 	

Suggested non-formal activity to support learning through application: <ul style="list-style-type: none">• The school to organise for resource persons in community to talk about modelling items based on cultural designs and processes.		Suggested assessment Oral questions, discussions, observations, portfolios	
Suggested Resources: Clay, water, containers, cleaning rags, sample items made using Coil Method, ICT devices, and any other relevant resources.			
Assessment rubric			
Exceed expectation	Meets expectation	Approaches expectation	Below expectation
Competently models detailed items by coil method, using materials and tools identified and motivated by the samples observed.	Competently models items by coil method, using materials and tools identified and motivated by the samples observed.	Models items by coil method, using materials and tools identified and motivated by the samples observed.	Hardly models items by coil method, using materials and tools identified and not motivated by the samples observed.