## **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	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.	1. How do we identify variety of lines in the environment? 2. How do we draw different types of lines? 3. Which objects in the environment have straight line and which have curved lines?

#### Core-competence to be developed:

The learner to acquire:

- 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:	Links to values:				
<ul> <li>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.</li> </ul>	<ul> <li>Learners to acquire the values of responsibility, respect and sharing during group work.</li> </ul>				
Link to other learning activity areas:	Suggested community service learning:				
<ul> <li>Language activities: learners use types and positions of line in writing letters of the alphabet.</li> </ul>	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				
<ul> <li>Mathematical activities: learners use types and positions of line in writing numerals.</li> </ul>	environment, as a way of keeping the community spaces clean.				
<ul> <li>In Music, learners form different lines in dance formations.</li> </ul>					
<ul> <li>In Movement activities: learners use types and positions of line in walking.</li> </ul>					
Suggested non-formal activity to support learning through application:	Suggested assessment				
<ul> <li>Learners can water vegetation in the school compound as a way of reinforcing</li> </ul>	<ul> <li>Oral questions, discussions, observations, portfolios</li> </ul>				
care of the environment, which is a source of teaching and learning materials					
in art and craft.					
Suggested Resources:					
Pencils, crayons, charcoal, paper, ICT devices, and any other relevant resources.					
Assessment rubric					
Exceeds expectations Meets expectation Approaches expectation Below expectation					

Assessment rubric			
Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Competently identifies variety of	Competently identifies variety of	Identifies variety of lines, types of	Hardly identifies variety of lines,
lines, types of line and different	lines, types of line and different	line and different positions of straight	types of line and different positions
positions of straight line and able to	positions of straight line and able to	line and able to draw them using	of straight line and not able to draw
draw them keenly, using Pencil,	draw them using pencil, crayons,	pencil, crayons, charcoal, paper	them using Pencil, crayons,
crayons, charcoal, paper and/or ICT	charcoal, paper and/or ICT devices.	and/or ICT devices.	charcoal, paper and/or ICT devices
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	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.	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:

- · 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:

 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 PCI S:

#### Link to other learning activity areas:

- · 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.

#### Links to values:

 Learner to acquire the value of responsibility, respect and sharing during group work

## Suggested community service learning to support learning through application:

 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:

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

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 expectations
Competently identifies variety of	Identifies varied types of shapes in	Identifies varied types of shapes	Barely identify shapes in the environment,
shapes in the environment and enjoys	the environment and enjoys	but shows little interest to draw	and cannot draw shapes using pencils,
drawing elaborate shapes using	drawing shapes using pencils,	them using pencils, papers,	papers, crayons, charcoal and/or ICT
pencils, papers, crayons, charcoal	papers, crayons, and charcoal	crayons, charcoal and/or ICT	devices.
and/or ICT devices.	and/or ICT devices.	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	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.	How do we identify texture?     How do we differentiate textures?     How do we create texture?

#### Core-competence to be developed:

The learner to acquire:

- · 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:     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:  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:  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:  • 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     During school, community and national celebrations, learners can sing songs on the types of textures on objects around them	Suggested Assessment     Oral questions, discussions, observations, portfolios

#### Suggested Resources:

· 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	Competently identifies variety of	Identifies variety of textures in the	Barely identifies variety of textures in
textures in the environment and	textures in the environment and	environment and creates textures	the environment and not able to create
enjoys creating detailed textures	enjoys creating textures using	using textured surfaces, pencils,	textures using textured surfaces,
using textured surfaces, pencils,	textured surfaces, pencils, papers,	papers, crayons, charcoal and/or ICT	pencils, papers, crayons, charcoal
papers, crayons, charcoal and/or	crayons, charcoal and/or ICT devices.	devices.	and/or ICT devices.
ICT devices.			

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Paint and	1.1 Making	By the end of the sub strand, the	• In a group, learners are taken for an	<ol> <li>What materials and tools</li> </ol>
Colour	improvised	learner should be able to:	environmental and/or digital tour to	can be used to make
	brushes	<ul> <li>a) identify materials and tools that</li> </ul>	identify locally available materials	improvised brushes?
	(5 Lessons)	can be used to make improvised	and tools that can be used in	<ol><li>How do you make</li></ol>
		brushes in physical and/or ICT	making improvised brushes, as a	improvised brushes?
		environment, as a motivation in	motivation in improvising brushes.	<ol><li>How can you paint using</li></ol>
		improvising brushes		improvised brushes?

collect materials and tools that In a group, learners are guided to can be used to improvised collect materials and tools that can brushes be used to improvised brushes. c) improvise brushes from locally Individually learners improvise available materials brushes using locally available d) use the improvised brushes to materials and tools. paint within the outlines of · Individually learners use the simple shapes improvised brushes to paint within e) display, talk about and simple shapes. appreciate their own and others' In a group, learners display, talk work about and appreciate their own and others' work.

#### Core-competence to be developed:

Learners acquire:

- · 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:

- 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.

#### Link to other learning activity areas:

- 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

#### Links to values:

- 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

### Suggested community service learning to support learning through application:

 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:

 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

· Oral questions, discussions, observations, portfolios

#### Suggested resources:

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	Competently identifies and collects	Identifies and collects materials and	Barely identifies and collects
materials and tools that can be used to	materials and tools that can be used	tools that can be used to improvise	materials and tools that can be
improvise brushes and enjoys making	to improvise brushes and makes well-	brushes and makes brushes, and paints	used to improvise brushes and
well-finished brushes, and elaborately	finished brushes, and paints within	within the outlines of simple shapes,	unable to make brushes, and
paints within the outlines of simple	the outlines of simple shapes, using	using current and/or emerging	cannot paint within the outlines
shapes, using current and/or emerging	current and/or emerging	technologies.	of simple shapes, using current
technologies.	technologies.		and/or emerging technologies.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
Strand 3.0 Pattern Making	3.1 Line Pattern (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify different linear 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 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	How do we identify patterns in our environment?     How do we identify materials and tools that can be used to
		b) identify materials and tools that can be used to make linear patterns in physical and/or ICT environment, as a motivation in patterns making c) observe objects with line patterns in the physical or ICT environment to help in creation of line patterns d) make line patterns in colour e) display, talk about and appreciate their own and others' work	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.	make patterns?  3. Where do we find line patterns in our environment?  4. How do you make line patterns?  5. What colours do you like to use in making line patterns?

#### Core-competence to be developed:

The learner to acquire:

- 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:	Links to values:
<ul> <li>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.</li> </ul>	<ul> <li>Learner to acquire the values of responsibility, respect and sharing during group work</li> </ul>
<ul> <li>Health Education: Teacher to emphasis on safety when learners are using paint as they make line patterns.</li> </ul>	
Link to other learning activity areas:	suggested community service learning to support learning through
In Movement activities: learners can have movements that incorporate	application:
line patterns.	<ul> <li>With the help of parents/care givers, learners design simple linear</li> </ul>
In Music, learners can use line patterns in dance formations.	patterned cards for decoration at home.
Suggested non formal activity to support learning through application	Suggested assessment
<ul> <li>Learners to compete across the classes in making line patterns, in in-</li> </ul>	<ul> <li>Oral questions, discussions, observations, portfolios</li> </ul>
house exhibitions organised by the school.	
Congressed measurements	

#### Suggested resources:

Papers, pencils, powder paints, rugs, water, containers, brushes, ICT devices, and any other relevant resources.

Assessment	1	APIC.
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Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Competently identifies different line	Competently identifies different line	Identifies different line patterns in	Hardly identifies different line
patterns in the physical and/or ICT	patterns in the physical and/or ICT	the physical and/or ICT	patterns in the physical and/or ICT
environment and enjoys making complex	environment and makes line patterns	environment and makes line	environment and unable to make
line patterns in colour using current	in colour using current and/or	patterns in colour using current	line patterns in colour using
and/or emerging technologies.	emerging technologies.	and/or emerging technologies.	current and/or emerging
			technologies.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.2 Pattern	3.2 Dot Pattern	By the end of the sub strand, the learner	In a group, learners are guided to	<ol> <li>How do we identify dot</li> </ol>
Making	(2 lessons)	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	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	patterns in our environment?  Where do we find dot patterns in our environment?  How do you make dot patterns?  What colours do you like
		make patterns in colour using dots     display, talk about and appreciate their own and others' work	<ul> <li>In a group, learners display, talk about and appreciate their own and others' work.</li> </ul>	to use in making dot patterns?

#### Core-competence to be developed:

The learner to acquire:

- · 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.

Learning to Learn as learners discover different patterns using current and ex	merging technologies.
Links to PCI's:	Links to values:
<ul> <li>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.</li> </ul>	Learner to acquire the value of responsibility, respect and sharing during group work
<ul> <li>Health Education: Teacher to emphasis on safety when learners are using paint to make dot patterns.</li> </ul>	
Link to other learning activity areas:	Suggested community service learning to support learning through
<ul> <li>Language activities: the word dot can incorporate as part of the vocabulary.</li> </ul>	application:
In Music, learners can use dot patterns in dance formations.	<ul> <li>With the help of parents/care givers, learners design simple dot pattern cards for decoration at home.</li> </ul>
Suggested community service learning/non-formal activity to support	Suggested assessment
learning through application:	Oral questions, discussions, observations, portfolios
<ul> <li>Learners to compete across the classes in making dot patterns in in-house exhibitions organised by the school.</li> </ul>	

#### Suggested resources:

· 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	Competently identifies different line	Identifies different line patterns in the	Hardly identifies different line
patterns in the physical and/or ICT	patterns in the physical and/or ICT	physical and/or ICT environment and	patterns in the physical and/or
environment and enjoys making	environment and makes dot patterns	makes dot patterns in colour using	ICT environment and unable to
complex dot patterns in colour using	in colour using current and/or	current and/or emerging technologies.	make dot patterns in colour using
current and/or emerging technologies.	emerging technologies.		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	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	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:

- · 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:	Links to values:
Life skills: Teacher to help learners develop self-awareness and self-esteem	<ul> <li>Learner to acquire the value of responsibility, respect and sharing during</li> </ul>
through display of their work and guiding them to express their feelings,	group work
ideas and emotions.	
Health Education: Teacher to emphasis on safety when learners are using	
paint to make numeral patterns.	
Link to other learning activity areas:	Suggested community service learning/non-formal activity to support
Mathematical activities: numeral patterns can serve to enhance the concept	learning through application:
of numbers taught.	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:	Suggested assessment
<ul> <li>Learners to compete across the classes in making numeral patterns in in-</li> </ul>	<ul> <li>Oral questions, discussions, observations, portfolios</li> </ul>
house exhibitions organised by the school.	
ideas and emotions.  • Health Education: Teacher to emphasis on safety when learners are using paint to make numeral patterns.  Link to other learning activity areas:  • Mathematical activities: numeral patterns can serve to enhance the concept of numbers taught.  Suggested non-formal activity to support learning through application:  • Learners to compete across the classes in making numeral patterns in in-	Suggested community service learning/non-formal activity to support learning through application:  • With the help of parents/care givers, learners to design simple numeral patterned cards for the community.  Suggested assessment

#### Suggested Resources:

· Papers, pencils, powder paints, water, containers, brushes, ICT devices, and any other relevant resources.

#### Assessment Rubric

Exceeds expectations Meets	expectation	Approaches expec	tation	Below expectat	ion
Competently identifies numeral	Competently ident	ifies numeral	Identifies numeral patt	erns in the	Hardly identifies numeral patterns
patterns in the physical and/or ICT	patterns in the phys	sical and/or ICT	physical and/or ICT en	vironment and	in the physical and/or ICT
environment and enjoys making	environment and n	nakes numeral	makes numeral pattern	s in colour	environment and unable to make
complex numeral patterns in colour	patterns in colour u	using current and/or	using current and/or en	nerging	numeral patterns in colour using
using current and/or emerging	emerging technolo	gies.	technologies.		current and/or emerging
technologies.					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> <li>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</li> <li>In a group, learners are guided to identify materials and tools that can be used in paper craft in physical and/or ICT environment.</li> <li>In a group, learners are taken for an environmental and/or digital tour to observe items made out of paper using rolling technique.</li> <li>Individually, learners make decorative items out of paper using rolling technique.</li> <li>In a group, learners display, talk about and appreciate their own and others' work</li> </ul>	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:

- · 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: • 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. Link to values: • Learner to acquire the value of responsibility, respect and sharing during group work

Health Education: Teacher to emphasis on safety when learners are	
using cutting tools in paper craft.	
Link to other learning activity areas:	Suggested community service learning/non-formal activity to support learning
<ul> <li>Language activities: the word rolling can be included as a</li> </ul>	through application:
vocabulary.	With the help of parents/care givers, learners make decorative paper items for the
<ul> <li>Movement activities: the action of rolling to be included in</li> </ul>	community.
movement.	
Suggested non formal activity to support learning through	Suggested assessment
application:	Oral questions, discussions, observations, portfolios
Learners to make decorative items in paper craft and compete among	
themselves in in-house exhibitions organised by the school.	
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	Competently identify decorative	Identifies decorative items made out	Hardly identifies decorative items made
items made out of paper, and	items made out of paper, and	of paper, and materials and tools,	out of paper, and materials and tools,
materials and tools, which can be	materials and tools, which can be	which can be used in paper craft and	which can be used in paper craft and
used in paper craft and enjoys	used in paper craft and makes	makes decorative items out of paper	unable to make decorative items out of
making detailed decorative items	decorative items out of paper using	using rolling technique.	paper using rolling technique.
out of paper using rolling technique.	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	•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	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?

	b) observe decorative iter paper using twisting te physical and/or ICT en help in making of item technique c) make decorative items using twisting technique d) display, talk about and own and others' work	hnique in the vironment to using twisting out of paper	help in making of items in paper craft using twisting technique. •Individually, learners make decorative	<ol> <li>How do you make items out of paper using twisting technique?</li> <li>What items do you want to make out of paper using twisting technique?</li> </ol>
	ey express themselves throug wes about their artwork during environment in ICT devices for	paper craft. display session r items made or g twisting tech	s. ut of paper using twisting technique. nique in paper craft, materials and tools for	making the items.
Link to PCIs:  • Life skills: Teacher to help learners de esteem through display of their work a their feelings, ideas and emotions.  • Health Education: Teacher to emphasiusing cutting tools in paper craft.	and guiding them to express	• Learner work	alues: to acquire the value of responsibility,	ect and sharing during group
Link to other learning activity areas:  • Language activities: The word twistin  • Movement activities: The action of tw	ng can be included in the voc	bulary. threement. • W	gested community service learning active ough application:  With the help of parents/care givers, learners ems for the community.	
Suggested non-formal activity to support learning through application     Learners to make decorative items in paper craft and compete among themselves in in-house exhibitions organised by the school.     Suggested resources:			ggested assessment Oral questions, discussions, observations, p	ortfolios

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

Strand Sub-strand Specific learning of	outcomes Suggested learning experiences Key inquiry qu	estions
of paper and methat can be used the physical and environment to items in paper b) observe decorated of paper using the physical and environment to items out of patechnique c) make decorative of paper using	<ul> <li>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 craft ative items made out folding technique in old/or ICT environmental and/or digital tour to observe items made out of paper using folding technique.</li> <li>In a group, learners guided in reviewing decorative items made ools that can be used in paper craft in the physical and/or ICT environment to help in making of items in paper craft</li> <li>In a group, learners are taken for an environmental and/or digital tour to observe items made out of paper using folding technique.</li> <li>Individually, learners make items out of paper using folding technique.</li> <li>In a group, learners display, talk about and appreciate their own and</li> </ul>	per using folding conment? we find items per using mique in our nt? u create items per using mique? do you like f paper using

#### Core competences to be developed:

- · 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.

A Lagraina to Lagra as lagrage discou	er itams made out of namer using foldi	no tachnicus in nanar craft, matarials an	d tools for making the items	
Link to PCIs:	ref items made out of paper using fold	ng technique in paper craft, materials an Link to values:	d tools for making the items.	
Life skills: Teacher to help learners	develop self-awareness and self- k and guiding them to express their	233334 10 1414401	sibility, respect and sharing during group	
<ul> <li>Health Education: Teacher to emph using cutting tools in paper craft.</li> </ul>	asis on safety when learners are			
Link to other learning activity area • Language activities: the word folding	I	application:	g activity to support learning through	
<ul> <li>vocabulary.</li> <li>Movement activities: the action of fe</li> </ul>	olding to be included in movement.	<ul> <li>With the help of parents/care givers, learners make paper craft items for the community.</li> </ul>		
Suggested non-formal activity to su application:  • Learners to make decorative items in themselves in in-house exhibitions of	n paper craft and compete among	Suggested assessment:  Oral questions, discussions, observations	ons, portfolios	
Suggested resources: Paper, cutting tools, rulers, adhesives, Assessment rubric	, pencils, brushes, ICT devices, and an	y other relevant resources.		
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	5.1 Painting on	By the end of the sub strand, the	<ul> <li>In a group, learners guided in</li> </ul>	How do we identify finger
Decoration	fabric with	learner should be able to:	identifying painted fabrics in the	painted fabric in our
	fingers	<ul> <li>a) identify painted fabrics in the</li> </ul>	physical and/or ICT environment	environment?
	(2 lessons)	physical and/or ICT environment	for motivation to paint their own	<ol><li>Where do we find finger</li></ol>
		as a motivation to paint own	fabrics.	painted fabric in our
		fabric		environment?

identify materials and tools that 3. How do you paint on fabric In a group, learners are guided to can be used in painting on fabric identify materials and tools that using fingers? in physical and/or ICT 4. What have you enjoyed can be used in painting on fabric when painting on fabric environment in the physical and/or ICT c) observe finger painted fabrics in using fingers? environment the physical and/or ICT In a group, learners are taken for environment to help in painting an environmental and/or digital on fabric with fingers tour to observe finger painted d) use fingers to paint on fabric fabric. display, talk about and · Individually, learners use fingers appreciate their own and others' to paint on fabric. work · In a group, learners display, talk about and appreciate their own and others' work Core-competence to be development: The learner to acquire: · 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: Link to values: · Learner to acquire the value of responsibility, respect and sharing 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 during group work emotions. · Health Education: Teacher to emphasis on safety when learners are using fingers and paint to decorate fabrics. Suggested community service learning activity to support learning through Link to other learning activity areas: · Hygiene and Nutrition: simple finger-painted furnishings can be used for application: · With the help of parents/care givers, learners paint on fabric using fingers to home furnishing.

make simple furnishings for the community.

Oral questions, discussions, observations, portfolios

Suggested assessment

Suggested non-formal activity to support learning through application:

. Learners to compete among themselves in fabric decoration in in-house

exhibitions organised by the school

Suggested Resources: Fabric, paint, fingers, brushes, sponge, painted fabrics, water, cleaning rugs						
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	5.2 Painting on	By the end of the sub strand, the	. In a group, learners guided in reviewing	1. How do we identify brush
Decoration	fabric with	learner should be able to:	painted fabrics and materials and tools	painted fabric in our
	brush	<ul> <li>a) review painted fabrics and</li> </ul>	that can be used in painting on fabrics	environment?
	(2 lessons)	materials and tools that can be	in the physical and/or digital as a	<ol><li>Where do we find brush</li></ol>
		used in painting on fabrics in the	motivation to paint own fabrics	painted fabric in our
		physical and/or ICT environment	In a group, learners guided in	environment?
		as a motivation to paint own	identifying brush painted fabric in the	How do you paint on fabric
		fabrics	physical and/or ICT environment for	using brush?
		<ul> <li>b) identify brush painted fabric in</li> </ul>	motivation to paint their own fabrics.	<ol> <li>What have you enjoyed</li> </ol>
		the physical and/or ICT	<ul> <li>Individually, learners use brush to paint</li> </ul>	when painting on fabric
		environment for motivation to	on fabric.	using brush?
		paint own fabrics	In a group, learners display, talk about	
		<ul> <li>use brush to paint on fabric</li> </ul>	and appreciate their own and others'	
		d) display, talk about and appreciate	work.	
		their own and others' work		

#### Core-competence to be development:

The learner to acquire:

- · 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:  Life skills: Teacher to help learners desesteem through display of their work as feelings, ideas and emotions.  Health Education: Teacher to emphasis and paint to decorate fabrics.	nd guiding them to express their	Link to values:  • Learner to acquire the value of responding to the value	onsibility, respect and sharing during	
Link to other learning activity areas:			ng activity to support learning through	
<ul> <li>Language activities: the word brush of</li> </ul>	- 1	application:		
<ul> <li>Hygiene and Nutrition: simple brush-</li> </ul>	painted furnishings can be used	With the help of parents/care givers, learners paint on fabric using brush to		
for home furnishing.		make simple furnishings for the community.		
Suggested non-formal activity to suppo	rt learning through application:	Suggested assessment		
Learners to compete among themselves :	in fabric decoration in in-house	Oral questions, discussions, observations, portfolios		
exhibitions organised by the school.			-	
Suggested Resources:				
· Fabric, paint, fingers, brushes, sponge, p	painted fabrics, water, cleaning rugs,	ICT devices, and any other relevant res	sources.	
Assessment rubric				
Exceed expectation	Meets expectation	Approaches expectation	Below expectation	
Competently identifies painted fabrics	Competently identifies painted	Identifies painted fabrics and	Hardly identifies painted fabrics and	

materials and tools, which can be

used in painting on fabric and

paints designs on fabric using

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	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	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?

brush.

fabrics and materials and tools,

using brush.

which can be used in painting on

fabric and paints designs on fabric

and materials and tools, which can be

used in painting on fabric and enjoys

painting elaborate designs on fabric

using brush.

b) identify sponge painted fabric in physical and/or ICT environment for motivation to paint own fabric c) use sponge to paint on fabric d) display, talk about and appreciate their own and others' work  Core competence to be development:	identifying sponge painted fabric in	What have you enjoyed when painting on fabric using sponge?
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The learner to acquire:

- 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:

- · 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:

· Learner to acquire the value of responsibility, respect and sharing during group work

#### Link to other learning activity areas:

- · 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 non-formal activity to support learning through application:

· Learners to compete among themselves in fabric decoration in in-house exhibitions organised by the school.

#### Suggested community service learning activity to support learning through application:

With the help of parents/care givers, learners paint on fabric using sponge to make simple furnishings for the community.

#### Suggested assessment

· Oral questions, discussions, observations, portfolios

#### Suggested Resources:

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

Strand	Sub-strand S	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
6.0 Mounting Techniques	(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> <li>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.</li> <li>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.</li> <li>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.</li> <li>Individually, learners make decorative items out of paper using rolling technique.</li> <li>In a group, learners display, talk about and appreciate their own and others' work.</li> </ul>	How do we identify mosaic pictures?     How do we identify materials and tools use to make mosaic pictures?     How do we make mosaic pictures?     What kind of mosaic pictures would like to make?

#### Core competencies to be developed:

The learner to acquire:

- 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: Link to values: . Life skills: Teacher to help learners develop self-awareness and self-· Learner to acquire the value of responsibility, respect and sharing esteem through display of their work and guiding them to express their during group work. feelings, ideas and emotions. . In reusing recycling waste materials from the environment, the learners . ESD: The teacher to guide learner to care for the environment as source demonstrate value of patriotism of materials and tools for mosaic picture making. Suggested community service learning activity to support learning through Link to other learning activity areas: · Environmental Activities: the use of locally available materials application: emphasises on use of non-degradable, recycled, reused, waste materials. • With the help of parents/care givers, learners to engage in cleaning · Health Education: Teacher to emphasis on safety when learners are community spaces; collecting waste materials and sorting materials collecting and using different types of locally available materials and and tools that can be used in creating texture. 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 non-formal activity to support learning through application: Suggested assessment Oral questions, discussions, observations, portfolios Learners to compete among themselves in mosaic picture making. · The school to organise in-house exhibitions

#### 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	Competently identifies and collects	Identifies and collects different	Barely identifies and collects different
different types of locally available	different types of locally available	types of locally available material	types of locally available material and
material and tools for mosaic picture	material and tools for mosaic	and tools for mosaic picture	tools for mosaic picture making and
making and enjoys making detailed	picture making and makes mosaic	making and makes mosaic pictures.	unable to make mosaic pictures.
mosaic pictures.	pictures.		

Strand Sub-strand Specific learning outcomes	Suggested learning experiences Key inquiry questions
7.1 Decorating Forms  Plastic Bottles using Coloured Paper (3 lessons)  By the end of the sub strand, the should be able to; a) identify simple decorated the dimensional (3D) forms use coloured paper to help in motivating them to decorate forms b) observe simple decorated 3 in the physical and/or ICT environment to help in simple decorated 3D forms. c) collect different types of meand tools from the environment can be used to make simple decorated 3D forms d) decorate plastic bottles using coloured paper for self-experical decorated and others are coloured paper for self-experical decorated 3D forms coloured paper for self-experical decorated 3D forms d) decorate plastic bottles using coloured paper for self-experical decorated 3D forms coloured paper for self-experical decorated 3D forms d) decorate plastic bottles using coloured paper for self-experical decorated 3D forms d) decorate plastic bottles using coloured paper for self-experical decorated 3D forms d) decorate plastic bottles using coloured paper for self-experical decorated 3D forms d) decorate plastic bottles using coloured paper for self-experical decorated 3D forms d) decorate plastic bottles using coloured paper for self-experical decorated 3D forms d) decorate plastic bottles using coloured paper for self-experical decorated 3D forms d) decorate plastic bottles using coloured paper for self-experical decorated 3D forms d) decorate plastic bottles using coloured paper for self-experical decorated 3D forms d) decorate plastic bottles using coloured paper for self-experical decorated 3D forms d) decorate plastic bottles using coloured paper for self-experical decorated 3D forms d) decorated 3D forms	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.  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.

#### Core Competencies to be developed:

The learner to acquire:

- · 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.

Learning to Learn as learners explore decorating plastic bottles using coloured paper, materials, and tools in decoration of forms.			
Links to PCIs:	Link to values:		
<ul> <li>Learner to develop self-awareness and self-esteem as they display and</li> </ul>	<ul> <li>Learner to acquire the value of responsibility, respect and sharing during</li> </ul>		
talk about their work.	group work		
Link to other learning activity areas:	Suggested community service learning activity to support learning		
<ul> <li>The use of locally available materials emphasises on use of non-</li> </ul>	through application		
degradable, recycled, reused, waste materials, which are linked to	<ul> <li>With the help of parents/care givers, learners to engage in collecting</li> </ul>		
Environmental Activities.	materials (especially non-degradable) used in decorating forms from the		

•	Language activities can incorporate the word decorate as part of the	environment as a way of keeping the community spaces clean.			
	vocabulary				
S	Suggested non-formal activity to support learning through application: Suggested assessment				
•	Learners to compete among themselves in decorating forms.	Oral questions, discussions, observations, portfolios			
•	The school to organise in-house exhibitions				
Suggested resources:					
	The state of the s				

Found materials, assorted coloured paper, adhesives, ICT devices, and any other relevant resources.

Assessment	777	APRIC.
rassessment		DI IL

ASSESSMENT LUDITE			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys identifying and collecting	Keenly identifies and collects		Has no interest in identifying and
different types of locally available	different types of locally available	types of locally available materials	collecting different types of locally
materials and tools for decorating	materials and decorates 3D forms	and tools for decorating 3D forms	available materials and tools for
complex designs on 3D forms using	using coloured paper and	using coloured paper but not	decorating 3D forms using coloured
coloured paper and competently	competently makes decorative	competent in making decorative	paper and is unable to make decorative
makes elaborate decorative forms.	forms	forms	forms

Strand S	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
8.0 Ornaments 8.	stranded bracelets 3 lessons)	Specific learning outcomes  By the end of the sub strand, the learner should be able to: 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	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.	1. How do we identify ornaments in our environment? 2. How do we identify materials and tools used in making ornaments? 3. How do we make ornaments using single strand beading? 4. What beads would you like to use in making stranded bracelets?

#### Core competences to be developed:

The learner to acquire:

- · 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:	Link to values:
<ul> <li>Life skill: Teacher to help learners develop self-awareness and self-</li> </ul>	<ul> <li>Learner to acquire the value of responsibility, respect and sharing during</li> </ul>
esteem through display of their work and allow them to express	group work
themselves	
<ul> <li>Citizenship: unity in diversity as learners make ornaments from</li> </ul>	
different cultural background	
Link to other learning activity areas:	Suggested community service learning activity to support learning
<ul> <li>Language activities: incorporate the word ornament as part of the</li> </ul>	through application
vocabulary	<ul> <li>With the help of parents/care givers, learners to engage in collecting</li> </ul>
<ul> <li>Environmental Activities: emphasises on safe use of non-degradable,</li> </ul>	materials used in making ornaments from the environment as a way of
locally available, recycled, reused and waste materials.	keeping the community spaces clean.
Suggested non-formal activity to support learning through application	n: Suggested assessment
<ul> <li>Learners to compete among themselves in making ornaments.</li> </ul>	Oral questions, discussions, observations, portfolios
<ul> <li>The school to organise in-house exhibitions</li> </ul>	

#### 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 different different types different types of locally available different types different types different types different types different types different typ				
7.6	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
materials and tools for making ornaments and competently makes elaborate bracelets using single strand beading.  materials for making ornaments and tools for making ornaments but not competent in making bracelets using single strand beading.  and tools for making ornaments but not competent in making bracelets using single strand beading.  available materials and tools for making ornaments and is unable to make bracelets using single strand beading.	different types of locally available materials and tools for making ornaments and competently makes elaborate bracelets using single	different types of locally available materials for making ornaments and competently makes bracelets	types of locally available materials and tools for making ornaments but not competent in making bracelets	collecting different types of locally available materials and tools for making ornaments and is unable to make bracelets using single strand

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	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.	What toys have you seen it class' Inquiry Corner?     What materials and tools down we have for making simple toys?     What toys would you like to make?

#### Core Competence to be developed:

The learner to acquire;

- · 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 • 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: • Learner to acquire the value of responsibility, respect and sharing during group work

Suggested community service learning activity to support learning
through application:
· 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 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	Keenly identifies and collects	Identifies and collects different	Has no interest in identifying and
different types of locally available	different types of locally available	types of locally available materials	collecting different types of locally
materials and tools for making toys	materials for making toys and	and tools for making toys but not	available materials and tools for
and competently makes detailed	competently makes toys	competent in making toys.	making toys and is unable to make
toys.			toys.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
9.0 Sculpture	9.2 Kites	By the end of the sub strand, the	Guide the learners, as a group, to	<ol> <li>What is a kite?</li> </ol>
	(3 lessons)	learner should be able to;	Inquiry Corner to identify kites,	<ol><li>Have you ever seen a</li></ol>
		<ul> <li>a) identify kites, locally available</li> </ul>	locally available materials and	kite?
		materials and tools for making	tools for making kites at Inquiry	<ol><li>How do you play with a</li></ol>
		kites at Inquiry Corner for	Corner for motivation.	kite?
		motivation.	Guide the learners, to observe	<ol><li>What materials and tools</li></ol>
		<ul> <li>b) observe kites in the physical</li> </ul>	kites, locally available materials	are used for making
		and/or ICT environment to help	and tools for making kites in the	kites?
		in making kites.	physical and/or ICT environment	
		<ul> <li>c) collect different types of</li> </ul>	<ul> <li>Individually, learners make</li> </ul>	
		materials and tools from the	simple kites using available	
		environment that can be used to	materials and tools.	
		make kites	<ul> <li>In a group, learners display, talk</li> </ul>	
			about and appreciate their own	

d) Make simple kites using locally and others' work.  available materials and tools, for playing.  e) display, talk about and appreciate own and others' work  work	available materials and tools, for playing. e) display, talk about and appreciate own and others'
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#### Core Competence to be developed:

The learner to acquire:

- · 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 PCI's:	Link to values:
<ul> <li>Life skill: The Learner to develop self- awareness, self-esteem and</li> </ul>	<ul> <li>Learner to acquire the value of responsibility, respect and sharing during</li> </ul>
assertiveness as they display and talk about their work.	group work
<ul> <li>ESD: The teacher to guide learner to be aware of safety as they make</li> </ul>	
kites	
Link to other learning activity areas:	Suggested community service learning activity to support learning through
<ul> <li>Environmental activities: teach re-use of materials.</li> </ul>	application:
	<ul> <li>With the help of parents/care givers, learners to collect used items from the</li> </ul>
	community to be used in making kites as a way of environmental clean-up.
Suggested non-formal activity to support learning through application:	Suggested assessment
<ul> <li>Learners to compete among themselves in making kites.</li> </ul>	<ul> <li>Oral questions, discussions, observations, portfolios</li> </ul>
<ul> <li>The school to organise in-house kite-flying day.</li> </ul>	

#### Suggested Resources:

· 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	Keenly identifies and collects	Identifies and collects different	Has no interest in identifying and
different types of locally available	different types of locally available	types of locally available materials	collecting different types of locally
materials and tools for making kites	materials for making kites and	and tools for making kites but not	available materials and tools for making
and competently makes detailed	competently makes kites	competent in making kites.	kites and is unable to make kites.
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	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.	What is weaving?     How do we identify woven items?     How do we identify materials used in weaving?     What is the process of plain paper weaving?

#### Core Competence to be developed:

Learner to acquire:

- 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:

- 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:

 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: Suggested community service learning activity to support learning through application: · Environmental activities: The learners are sensitized to use, recycle and re-use · With the help of parents/care givers, learners carry out projects, waste materials. weaving functional articles that can be sold as a way of . Language activities: The word plain can be defined to show its different introducing financial literacy. applications. Suggested non-formal activity to support learning through application: Suggested assessment During cleaning school compound, learners sort waste papers for use in paper · Oral questions, discussions, observations, portfolios weaving. Learners to compete among themselves in plain paper weaving. The school to organise in-house exhibitions

#### 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	Keenly identifies and collects	Identifies and collects different	Has no interest in identifying and
different types of locally available	different types of locally	types of locally available materials	collecting different types of locally
materials and tools for making plain	available materials for making	and tools for making plain paper	available materials and tools for making
paper weave and competently makes	plain paper weave and	weave but not competent in making	plain paper weave and is unable to make
elaborate two colour table mat	competently makes two colour	two colour table mat.	two colour table mat.
	table mat		

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
11.0 Modelling	11.1 Pinch	By the end of the sub strand, the		
	Method (3 lessons)	learner should be able to:  a) identify items modelled using pinch method, materials and tools	<ul> <li>Learners are guided, as a group, to Inquiry Corner to identify items modelled using pinch method,</li> </ul>	What items in Inquiry     Corner are modelled     using pinch method?
		at Inquiry Corner for motivation. b) observe items modelled using pinch method, materials and tools in the physical and/or ICT environment for motivation.	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.	2. What materials and tools are used for modelling? 3. What items would you like to model?

	c) model simple objects using pine method for self-expression d) display, talk about and appreciat own and others' work	objects using pinch m	ethod for self- splay, talk about		
Core competence to be develope	ed:	Troini			
Learner to acquire:					
-	ation skills in group work activities.				
l .	lls as they express themselves through modellin	ng.			
	hemselves about their artwork during display s	_			
	plore ICT environment/ICT devices to enhance				
,	explore modelling and make varied designs, us	_			
Links to PCI's:		Link to values:			
Life skill: The Learner to devel	elop self- awareness, self-esteem and assertiver	ness • Learner to acquire			
as they display and talk about	their work.	during group work	during group work		
Link to other learning activity a			Suggested community service learning activity to support learning		
Language activities: incorpora	te the word <b>pinch</b> as part of the vocabulary	through application:			
			ts/care givers, learners are guided to model		
Suggested non-formal activity t	o support learning through application:	Suggested assessment	l designs for display at community centres.		
Suggested non-tormal activity is		Suggested assessment			
			ione observations portfolios		
The school to organise for resort	urce persons in community to talk about		sions, observations, portfolios		
<ul> <li>The school to organise for reso modelling items based on culture</li> </ul>	urce persons in community to talk about		ions, observations, portfolios		
The school to organise for reso modelling items based on cultu Suggested Resources:	urce persons in community to talk about	Oral questions, discuss			
The school to organise for reso modelling items based on cultu Suggested Resources:	urce persons in community to talk about ural designs and processes.	Oral questions, discuss			
The school to organise for resomodelling items based on cultused Suggested Resources:     Clay, water, containers, cleaning Assessment rubric  Exceeds expectation	urce persons in community to talk about and designs and processes.  In grugs, sample items made using Pinch Method  Meets expectation	Oral questions, discuss  d, ICT devices, and any other  Approaches expectation	relevant resources.  Below expectation		
The school to organise for resomodelling items based on cultused Suggested Resources: Clay, water, containers, cleaning Assessment rubric  Exceeds expectation Competently models detailed	urce persons in community to talk about ural designs and processes.  In grugs, sample items made using Pinch Method  Meets expectation  Competently models items by pinch	Oral questions, discuss  d, ICT devices, and any other      Approaches expectation     Can model items by pinch	Below expectation Hardly models items by pinch method, using		
The school to organise for resomodelling items based on cultused Suggested Resources: Clay, water, containers, cleaning Assessment rubric  Exceeds expectation Competently models detailed items by pinch method, using	urce persons in community to talk about ural designs and processes.  In grugs, sample items made using Pinch Method  Meets expectation  Competently models items by pinch method, using materials and tools	Oral questions, discussed, ICT devices, and any other      Approaches expectation     Can model items by pinch method but since	Below expectation  Hardly models items by pinch method, using materials and tools identified and not		
The school to organise for resomodelling items based on cultused Suggested Resources: Clay, water, containers, cleaning Assessment rubric  Exceeds expectation Competently models detailed items by pinch method, using materials and tools identified and	urce persons in community to talk about and designs and processes.  In grugs, sample items made using Pinch Method  Meets expectation  Competently models items by pinch method, using materials and tools identified and motivated by the samples	Oral questions, discussed, ICT devices, and any other      Approaches expectation     Can model items by pinch method but since disinterested and has	Below expectation Hardly models items by pinch method, using		
The school to organise for resomodelling items based on cultused Suggested Resources: Clay, water, containers, cleaning Assessment rubric  Exceeds expectation Competently models detailed items by pinch method, using materials and tools identified and motivated by the samples	urce persons in community to talk about ural designs and processes.  In grugs, sample items made using Pinch Method  Meets expectation  Competently models items by pinch method, using materials and tools	Oral questions, discussed, ICT devices, and any other      Approaches expectation     Can model items by pinch method but since disinterested and has limited ability to carry out	Below expectation  Hardly models items by pinch method, using materials and tools identified and not		
The school to organise for resomodelling items based on cultused Suggested Resources: Clay, water, containers, cleaning Assessment rubric  Exceeds expectation Competently models detailed items by pinch method, using materials and tools identified and	urce persons in community to talk about and designs and processes.  In grugs, sample items made using Pinch Method  Meets expectation  Competently models items by pinch method, using materials and tools identified and motivated by the samples	Oral questions, discussed, ICT devices, and any other      Approaches expectation     Can model items by pinch method but since disinterested and has	Below expectation Hardly models items by pinch method, using materials and tools identified and not		

(3 lessons)  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  Core-competence to be development:	Suggested learning experiences	Key inquiry questions
Core-competence to be development:	Learners are guided, to observe items modelled using coil method, materials and tools in the physical and/or ICT environment for motivation.	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?
Toomon to occurrent		
Learner to acquire:		
<ul> <li>Communication and collaboration while modelling and talking about their and others</li> </ul>	ers work	

- · Imagination and creativity while modelling.
- · Self-efficacy when expressing self about their displayed artwork.

Links to PCI's:	Link to values:	
<ul> <li>Health education: Teacher to guide learners to observe hygiene during and after modelling.</li> </ul>	Learner to acquire the value of responsibility, respect and sharing during group work.	
<ul> <li>Parental engagement: parents/care givers may be asked to source for materials artools for modelling.</li> </ul>	nd .	
Link to other learning activity areas:  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:  • 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 s	support learning through application	Suggested assessment				
<ul> <li>The school to organise for resour</li> </ul>	rce persons in community to talk abou	Oral questions, discussions, observations, portfolios				
modelling items based on cultural designs and processes.						
Suggested Resources:						
Clay, water, containers, cleaning rug	Clay, water, containers, cleaning rugs, sample items made using Coil Method, ICT devices, and any other relevant resources.					
Assessment rubric	Assessment rubric					
Exceed expectation Meets expectation Approx		Approa	ches expectation	Below expectation		
Competently models detailed	Competently models items by coil	Models items by coil method,		Hardly models items by coil method, using		
items by coil method, using method, using materials and tools using materials		terials and tools	materials and tools identified and not			
materials and tools identified and	als and tools identified and identified and motivated by the identifie		d and motivated by the	motivated by the samples observed.		
motivated by the samples	samples observed.	samples	observed.			
observed.						