

Curriculum Design

Art and Craft Activities Grade Three

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 DRAWING	1.1. Animal forms (3 lessons)	By the end of the sub strand, the learner should be able to; a) Observe animal forms in the physical and or ICT environment to motivate them in drawing b) Draw animal forms for self expression c) Have fun as they draw animal forms, display and talk about own and other's work	<ul style="list-style-type: none">• In groups learners could be taken for environmental walks and/or digital tours to identify animals.• Individually the learner draws simple forms of animals using a pencil and coloured pencil.• Individually the learner draws simple forms of animals using current and or emerge technologies.• Class discussion on the different types of animals in the physical and or ICT environment• Learners to display and talk about own and others work.	<ol style="list-style-type: none">1. What animals are found in your environment?2. How do animals help people?3. How do we care for animals?
Core Competence to be developed: The learner will develop: <ul style="list-style-type: none">• Communication and collaboration through interactions during group work.• Problem solving skills when talking about own and others work.• Imagination and creativity as they draw animal forms• Digital literacy when drawing animal forms through current or emerging technologies				
Link to PCI's: <ul style="list-style-type: none">• Life Skills: Self-awareness, self-esteem and assertiveness as they display and talk about their work verbally.• ESD: Learners to be sensitized on Animal Welfare by taking care of animals at home			Link to Values: The teacher will guide learners to practice respect for each other's work and responsibility for materials and tools.	
Link to other learning activity areas: Environmental Activities when learning about animals.			Suggested community service learning activities: Learners to visit a local farmer and help in feeding animals.	
Suggested Non Formal Activity to Support Learning: Learners to make drawings to create awareness on animals welfare during assembly			Suggested Assessment: Observation, oral questions, discussions	
Suggested Resources: Paper, pencil, emerging technologies, pictures of animals ICT devices and any other relevant resources.				

Assessment Rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys drawing detailed animal forms using a pencils, coloured pencils and or digital tools.	Enjoys drawing animal forms using pencils, coloured pencils and or digital tools	Shows little interest and ability to draw animal forms using a pencils and coloured pencils and or digital tools.	Seems distracted and has no interest and ability to draw animal forms using pencils, coloured pencils and or digital tools.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 DRAWING	1.2 Human forms (3 lessons)	By the end of the sub strand, the learner should be able to; a) Observe human forms in the physical or ICT environment as motivation in drawing. b) Draw human forms free hand or using current and emerging technologies for self expression. c) Have fun as they draw human forms.	<ul style="list-style-type: none"> Class discussion on members of the school environment. Individually draw simple human forms using pencils and coloured pencils. Individually draw simple human forms using current and or emerging technologies. The learner to display and talk about own and others work. 	<ol style="list-style-type: none"> Who do you admire in the community? How do learners react and appreciate the media used in drawing human forms?
Core Competence to be developed: Learners to acquire: <ul style="list-style-type: none"> Imagination and creativity as they draw Communication and collaboration as they work and exchange ideas with others during learning Digital literacy when drawing a human forms through current or emerging technologies 				
Link to PCI's: Life Skills: Self-awareness, self-esteem and assertiveness as they display and talk about their work verbally.			Links to Values: Teacher to emphasis on practice of respect for each other's work and responsibility for materials and tools and working environment	
Link to other learning activity areas: Environmental Activities to teach about care of environment as a resource for human life.			Suggested community service learning through application: Learners under guidance of teacher/parents/care givers to engage in caring for old and less privileged people in the community	

Suggested Non Formal Activity to Support Learning: Learners to make drawings to create awareness on animals welfare during assembly		Suggested Assessment: Observation, oral questions, discussions	
Suggested Resources: Paper, pencil, computer, animals ICT devices and any other relevant resources.			
Assessment Rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys drawing detailed human forms using pencils, coloured pencils or digital tools with details.	Enjoys drawing human forms using pencils , coloured pencils or digital tools	Shows little interest and ability to draw human forms using pencils, coloured pencils or digital tools.	Seems distracted and has no interest and ability to draw human forms using pencils, coloured pencils or digital tools.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 PAINT AND COLOUR	2.1 Painting (2 lessons)	By the end of the sub strand, the learner should be able to; a) Observe samples of simple painted pictures based on stories from the inquiry corner for motivation b) Paint simple pictures based on stories for self-expression using brushes or current and emerging technologies. c) Have fun as they paint pictures based on simple stories for self-expression.	<ul style="list-style-type: none"> Class discussion on the simple painted pictures based on stories observed at the inquiry corner The learner could be guided to paint simple pictures based on simple stories using brushes for self-expression. The learner could be guided to paint simple pictures based on their simple stories using current and emerging technologies. The learner to display and talk about own and others work. 	<ol style="list-style-type: none"> What picture are in the story? What do you like in the picture? What materials have been used to make the picture?
Core Competence to be developed: Learners to acquire: <ul style="list-style-type: none"> Digital literacy as they use current and emerging technologies to paint Imagination and creativity as they paint Communication and collaboration as they work and exchange ideas with others during learning 				
Link to PCI's: Life Skills: Self-awareness, self-esteem and assertiveness as they display and talk about their work.		Links to Values: Teacher to emphasis on practice of respect for each other's work and responsibility for materials and tools and working environment		

Link to other learning activity areas: Environmental Activities to teach on care for the environment which is a resource for art materials.		Suggested community service learning through application: Learners under guidance of teacher/parents/care givers to engage in clean up project to care for the environment.	
Suggested Non Formal Activity to Support Learning: Make murals to make the school environment beautiful.		Suggested Assessment: Observation, oral questions, discussions	
Suggested Resources: Paper, pencil, computer, paint, print media ICT devices and any other relevant resources.			
Assessment Rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys painting detailed pictures based on stories using brushes and or current and emerging technologies.	Enjoys painting simple pictures based on stories using brushes and or current and emerging technologies.	Shows little interest and ability to paint simple pictures with brushes based on stories using brushes and or current and emerging technologies.	Seems distracted and has no interest or ability to paint simple pictures based on stories using brushes and or current and emerging technologies.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 PATTERN MAKING	3.1 Hand print patterns (2 lessons)	By the end of the sub strand, the learner should be able to; a) Observe hand printed patterns from teachers' samples from the inquiry corner for motivation b) Print patterns using hands or current and emerging technologies for decoration c) Have fun printing patterns with hands or current and emerging technologies.	<ul style="list-style-type: none"> In groups, learners to observe hand printed patterns from teacher's samples to help in creating decorations for beauty. Individually the learner to print patterns using hands and or current and emerging technologies for decoration. The learner to display and discuss own and other's work. 	<ol style="list-style-type: none"> What patterns can you see around the environment? What materials have been used to make the pattern? How do we make hand printed patterns?
Core Competence to be developed: Learners to acquire: <ul style="list-style-type: none"> Digital literacy as they use or current and emerging technologies to make decorations Imagination and creativity as they print decorations Communication and collaboration as they work and exchange ideas with others during learning 				

Link to PCT's: Life Skills: Self-awareness, self-esteem and assertiveness as they display and talk about their work verbally.		Links to Values: Teacher to emphasis on practice of respect for each other's work and responsibility for materials and tools and working environment		
Link to other learning activity areas: English language activity area where they learn vocabulary pattern.		Suggested community service learning through application: With guidance of teacher/parent or care givers , learners could paint decorations and take to children's home .		
Suggested Non Formal Activity to Support Learning: School could organise in-house exhibitions to showcase learners' artworks		Suggested Assessment: Observation, oral questions, discussions		
Suggested Resources: Paper, pencil, paint ICT devices and any other relevant resources.				
Assessment Rubrics				
Exceeds expectation		Meets expectation	Approaches expectation	Below expectation
Enjoys printing detailed patterns using hands and or current and emerging technologies		Enjoys printing patterns using hands and or current and emerging technologies.	Shows little interest and ability to print patterns using hands and or current and emerging technologies.	Seems distracted and shows no interest in printing patterns using hands and or current and emerging technologies.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 PATTERN MAKING	3.2 Leaf print patterns (2 lessons)	By the end of the sub strand, the learner should be able to; a) Observe leaf printed patterns from inquiry corner and or ICT environment to help in creating decorations. b) Print coloured patterns using leaves, for decoration. c) Have fun printing coloured patterns with leaves.	<ul style="list-style-type: none"> In groups, learners to observe leaf printed patterns from inquiry corner and or ICT environment to help in creating decorations. In groups learners could be taken for physical or digital environmental tours to identify leaves that could be used to make coloured prints. Individually the learners print coloured patterns with leaves for decoration. Learners to display and talk about own and each other's coloured leaf print patterns. 	<ol style="list-style-type: none"> Can you identify various shapes of leaves in the environment? How do we make coloured leaf printed patterns? What materials do we used to make coloured leaf printed pattern?

Core Competence to be developed: The learner will develop: <ul style="list-style-type: none"> • Communication and collaboration through interactions during group work. • Digital literacy as they use or current and emerging technologies to observe varied types of leaves. • Problem solving skills, imagination and creativity when making coloured patterns with leaves. • Self-efficacy when giving feedback on own leaf prints during the display session. 	
Link to PCI's: Life skills: Self-awareness, self-esteem and assertiveness as they display and talk about their work verbally.	Link to values: Teacher to emphasis on practice of respect for each other's work and responsibility for materials and tools and working environment
Link to other learning activity areas: Environmental activities can teach on care for the environment.	Suggested community service learning through application: With guidance of teacher/parent or care givers, learners could paint decorations and take to children's home.
Suggested Non Formal Activity to Support Learning: School could organise in-house exhibitions to showcase learners' artworks	Suggested Assessment: Observation, oral questions, discussions
Suggested Resources: Paper, pencil paint, leaf ICT devices and any other relevant resources.	
Assessment Rubrics	

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys printing intricate and well finished patterns using leaves.	Enjoys printing patterns using leaves.	Shows little interest and ability to print patterns using leaves.	Seems distracted and shows no interest in printing patterns using leaves.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 PATTERN MAKING	3.3 Block print patterns (2 lessons)	By the end of the sub strand, the learner should be able to; a) Observe block printed patterns from teachers' samples or ICT environment to help in creating decorations b) Print patterns using a block for decoration. c) Have fun printing patterns with a block for decoration.	<ul style="list-style-type: none"> • In groups learners could observe printed patterns from teacher's samples or ICT environment to help in creating decorations • Individually the learners print decorative patterns using blocks. • Learners to display and talk about own and each other's block prints. 	1. What materials can be used for making printing blocks for this level? 2. How do we print decorative patterns with blocks?

Core Competence to be developed: Learner to acquire; <ul style="list-style-type: none">• Communication and collaboration through interactions during group work.• Problem solving skills, imagination and creativity when making patterns with blocks.• Digital literacy as they use or current and emerging technologies to observe varied types of block printed patterns.			
Link to PCI's: <ul style="list-style-type: none">• Life skills: Self-awareness, self-esteem and assertiveness as they display and talk about their work verbally.		Link to values: Teacher to emphasis on practice of respect for each other's work and responsibility for materials and tools and working environment	
Link to other learning activity areas: Environmental activities can teach on care for the environment.		Suggested community service learning through application: With guidance of teacher/parent or care givers , learners could paint decorations and take to a children's home .	
Suggested Non Formal Activity to Support Learning: School could organise in-house exhibitions to showcase learners' artworks		Suggested Assessment: Observation, oral questions, discussions	
Suggested Non Formal Activity to Support Learning: School could organise in-house exhibitions to showcase learners' artworks		Suggested Assessment: Observation, oral questions, discussions	
Suggested Resources: Paper, paint, blocks ICT devices and any other relevant resources.			
Assessment Rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys printing detailed patterns using blocks.	Enjoys printing patterns using blocks.	Shows little interest and ability to print patterns using blocks.	Seems distracted and shows no interest in printing patterns using blocks.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 MOUNTING TECHNIQUES	4.1 Photomontage (3 Lessons)	By the end of the sub strand, the learner should be able to; a) Source different types of pictures from print media that can be used to create photomontage.	d) In groups learners could source different types of pictures from print media that can be used to create photo montage. • Individually create simple pictorial composition in photomontage using cut out pictures. • Learners to display and talk about own	1. What materials can be used for creating pictorial compositions? 2. How do we create photomontage pictorial compositions using cut out?

		b) Create simple pictorial composition in montage using cut out pictures. c) Have fun while creating simple pictorial composition in montage.	and others work.	
Core competence to be developed: Core Competence to be developed: Learner to acquire; <ul style="list-style-type: none">• Communication and collaboration skills as they are having group discussion.• Imagination and creativity skills as they choose the cut-outs to use in photomontage.• The learner will acquire problem solving skills, imagination and creativity when making patterns with blocks.• Digital literacy as they use or current and emerging technologies to observe varied types of block printed patterns.				
Link to PCI's: Life skills: Teacher to help learner to develop self esteem and awareness as they display and talk about their work.		Link to values: Teacher to emphasis on practice of respect for each other's work and responsibility for materials and tools and working environment		
Link to other learning activity areas: Environmental activity area to teach on care for the environment.		Suggested community service learning activities: With guidance of parent/care givers , the learners to do a montage project with a theme and materials they have selected.		
Suggested Non Formal Activity to support Learning: School could organise in-house exhibitions to showcase learners' artworks		Suggested Assessment: Observation, oral questions, discussion.		
Suggested Resources : Glue, print media, paper				
Assessment Rubrics				
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation	
Collects and classifies pictures from print media and experiments with them to create detailed pictorial compositions in photomontage using cut out pictures	Collects different types of pictures from print media and enjoys using them to create simple pictorial composition in photomontage using cut out pictures.	Collects different types of pictures from print media but is not wholly interested in creating simple pictorial composition in photomontage using cut out pictures	Seems distracted and shows no interest in creating simple pictorial composition in photomontage using cut out pictures	

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0 DECORATING FORMS	5.1 Decorating three dimensional forms (3D)using found materials (3 lessons)	By the end of the sub strand, the learner should be able to; a) Observe teacher samples and or digital media of decorated 3D forms to help in motivation b) Decorate three dimensional forms using found materials c) Have fun while decorating three dimensional forms using found materials	<ul style="list-style-type: none">• In groups learners could observe teacher samples and or digital media of decorated forms.• In groups learners to experiment with materials to decorate three dimensional forms using found materials eg shells, buttons, beads, inedible seeds etc• Individually learner to experiment with materials to decorate three dimensional forms using found materials• Learners to display and talk about their own and others work.	<ol style="list-style-type: none">1. What materials can one use for decoration 3D forms?2. How do we decorate 3D forms using found materials?
Core Competence to be developed: Learner will acquire: <ul style="list-style-type: none">• Communication and collaboration skills when working together• Imagination and creativity while decorating forms• Self-efficacy as they talk about their work during display.• Digital literacy as they source for pictures of 3D decorated forms in digital media				
Link to PCI's: Life skills: Teacher to help learner to develop self-esteem and awareness as they display and talk about their work			Link to values: Teacher to emphasis on practice of respect for each other's work and responsibility for materials and tools and working environment. The teacher to emphasize on empathy as they share materials	
Link to other learning activity areas: Environmental activity area to teach on care for the environment as a rich source of art materials			Suggested community service learning activity to support learning through application: Learners to engage in collecting materials (especially non degradable) in the community as a way of keeping the community clean. They can sort them in order to get those that can be recycled for use	
Suggested Resources: Sticky gum, found objects,3D objects to be decorated ICT devices and any other relevant resources.				

Assessment Rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys experimenting with found materials to create well finished design on 3D forms.	Enjoys creating designs on the 3D forms using found materials.	Seems not wholly interested and has limited ability in creating designs on 3D forms using found materials.	Is distracted and disinterested and cannot decorate 3D forms by sticking found materials on them.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.0 ORNAMENTS	6.1 Double strand knotted necklaces (3 Lessons)	By the end of the sub strand, the learner should be able to; a) Observe beaded ornaments from teacher's samples and or ICT media to help in making necklaces using double strand knotting technique b) Experiment with local materials to create necklaces using knotting technique. c) Enjoy making necklaces using double strand knotting technique	<ul style="list-style-type: none"> In groups learners to identify from teacher samples and or ICT media sample necklaces using local techniques and materials e.g. glass beads, plastic beads, clay beads, wooden beads, bone beads etc In groups experiment with local materials and techniques to make multi-colour necklaces and thread using double strand knotting technique Learners to display their work followed by a class discussion to appreciate own and each other's necklaces 	<ol style="list-style-type: none"> What materials can be used from the environment in making beads? How can one make beads using double strand knotting technique? How can learners borrow creative ideas from their locality on ornament making?
Core competence to be developed: <ul style="list-style-type: none"> The learner will develop communication and collaboration skills through interactions during group work. The learner will acquire problem solving skills when experimenting with local materials to make multi –colour necklaces and double strand them. The learner will acquire Self efficacy when giving feedback on their own necklaces during the display session. Digital literacy as they source for digital media examples of necklaces 				
Link to PCI's: Life skills: Teacher to help learners to develop self-esteem and awareness as they display and talk about their work verbally.			Link to values: Teacher to help learners to appreciate the value of using inedible materials in when creating beads for ornaments. Teacher to help learners to practice responsible behaviour as they care for the environment.	

Link to other learning activity areas: Environmental activities: when they collect degradable and / or non degradable materials from the environment, they can sort them out the appropriate ones wall decorations.		Suggested community service learning activities: Learners can undertake a project whereby they can be assisted by family and community resource persons to incorporate ornament making techniques practiced in their locality.	
Suggested Non Formal Activity to support Learning: Compose a traditional song and use necklaces as costumes.		Suggested Assessment: Observation, oral questions, discussion.	
Suggested Resources: Glass beads, plastic beads, clay beads, wooden beads, bone beads ICT devices and any other relevant resources.			
Assessment Rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys experimenting with local materials to create necklaces with complex designs using double strand knotting technique.	Enjoys experimenting with local materials to create necklaces using double strand knotting technique	Shows no interest and has ability to create necklaces using double strand knotting technique	Is distracted and shows no interest in making necklaces using double strand knotting technique.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.0 ORNAMENTS	6.2 Double strand knotted bracelets (3 lessons)	By the end of the sub strand, the learner should be able to; a) Observe beaded ornaments from teachers samples and or ICT media to help in making bracelets using double strand knotting technique b) Experiment with local materials to create bracelets using double strand knotting technique c) Enjoy making bracelets using double strand knotting technique	<ul style="list-style-type: none"> In groups learners could identify sample bracelets from teacher samples and or ICT media made using local techniques and materials e.g. glass beads, plastic beads, clay beads, wooden beads, bone beads etc In groups experiment with local materials and techniques to make three colour bracelets and thread using double strand knotting technique Learners to display their work followed by a class discussion to appreciate own and each other's bracelets 	<ol style="list-style-type: none"> What materials can be used from the environment in making beads? How can learners borrow creative ideas from material culture in their locality on ornament making? Is it possible to get a resource person to show learners how to make beads using local techniques?
Core Competence to be developed: The learner will acquire: <ul style="list-style-type: none"> Communication and collaboration through interactions during group work. 				

		b) Decorate fabric using appliqué technique for self expression. c) Enjoy decorating fabric with the appliqué technique.	decorations • Display and talk about own and others finished work	
Core Competence to be developed: The learner will acquire: <ul style="list-style-type: none">• Communication and collaboration through interactions during group work.• Problem solving skills when experimenting with local materials to make Appliqué• Self-efficacy when giving feedback on their own bracelets during the display session.• Imagination and creativity as they create patterns using found materials and stick them on fabric.• Digital literacy as they source for examples of appliqué from digital media.				
Link to PCI's: Life skills: Teacher to help learners to develop self-esteem and awareness as they display and talk about their work verbally.			Link to values: Teacher to help learner to appreciate the value of using found materials when decorating fabric with appliqué. Teacher to help learners to practice responsible behaviour as they care for the environment	
Link to other learning activity areas: Environmental activities: to have practical lessons when they collect degradable and / or non degradable materials from the environment, they can sort them out the appropriate ones wall decorations.			Suggested community service learning activities: Learners to engage parents and care givers in sourcing for materials for appliqué and make decorative items.	
Suggested Non Formal Activity to support Learning: Learners to decorate dance costumes using applique for use during music performances			Suggested Assessment: Observation, oral questions, discussion, portfolio	
Suggested Resources: Fabric, adhesive, assorted materials(paper, buttons, coloured paper, shells) ICT devices and any other relevant resources.				
Assessment Rubrics				
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation	
Enjoys creating well finished appliqué decorations on fabric.	Enjoys decorating fabric using the technique.	Shows little interest in decorating fabric using appliqué technique	Is distracted and shows no interest in decorating fabric using appliqué technique.	

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
8.0 MODELLING	8.1 Decorating clay items using incising technique. (2 lessons)	By the end of the sub strand, the learner should be able to; a) Observe clay items decorated using incising technique from teachers collection and or from digital media to motivate them make their own. b) Identify materials and tools to be used in decorating clay items using incising technique c) Model simple objects decorated using incising technique to beautify them. d) Have fun as they model and decorate objects using incising technique.	<ul style="list-style-type: none"> In groups , learners to observe clay items decorated using incising technique from teachers collection and or from digital media to motivate them make their own Class discussion on materials and tools for modelling simple pottery Individually model simple pottery forms and finish decoration through incising method. Learners to display and talk about own and others work 	<ol style="list-style-type: none"> How do we decorate pots using incising technique? Is it possible to get a resource person to demonstrate incising technique to learners?
Core Competence to be developed: The learner will acquire: <ul style="list-style-type: none"> Communication and collaboration through interactions during group work. Imagination and creativity as they model and decorate pots Problem solving skills when experimenting with local materials to model. Self-efficacy when giving feedback on their own work during the display session. Digital literacy as they source for examples of incised clay items from digital media. 				
Link to PCI's: Life skill: Teacher to help learners to develop self-esteem and awareness as they display and talk about their work verbally.		Link to values: Teacher to help learner to appreciate the value of using clay as a natural resource for modelling. Teacher to help learners to practice responsible behaviour as they care for the environment		
Link to other learning activity areas: Environmental activities can teach about clay as a resource from the environment that is used in making useful items.		Suggested community service learning activities: Teacher /parents/care givers to guide learners to clean areas where they are sourcing for clay e.g. river bank.		

Suggested Non Formal Activity to support Learning: School to organize for in-house exhibitions to showcase learners' artworks		Suggested Assessment: Observation, oral questions, discussion.	
Suggested Resources: Clay, water, containers ICT devices and any other relevant resources.			
Assessment Rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ably identifies materials and tools e used in modelling, enjoys modelling and applies good finishing to items decorated using incise decoration.	Ably identifies materials and tools used in modelling and enjoys modelling and decorating items using incise decoration.	Identifies materials and tools used in modelling but shows little interest or ability to decorate clay items using incising technique.	Is distracted and shows no interest in decorating clay items using incising technique.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
8.0 MODELLING	8.2 Decorating clay work using embedding technique. (2 lessons)	By the end of the sub strand, the learner should be able to; a) Observe clay items decorated using embedding technique from teachers collection and or from digital media to motivate them make their own b) Identify materials and tools to be used in decorating clay items using embedding technique. c) Model simple objects decorated using embedding technique to acquire modelling skills. d) Have fun as they model and decorate objects using embedding technique.	<ul style="list-style-type: none"> In groups , learners to observe clay items decorated using embedding technique from teachers collection and or from digital media to motivate them make their own Class discussion on materials and tools for decorating pottery Individually model simple pottery and finish with embedding technique. Learners to display and talk about own and others work 	<ol style="list-style-type: none"> How do we decorate pots using embedding technique? How can locally made pottery inspire their creativity?
Core Competence to be developed: The learner will acquire: <ul style="list-style-type: none"> Communication and collaboration through interactions during group work. Imagination and creativity as they model and decorate pots Problem solving skills when experimenting with local materials to model. Self-efficacy when giving feedback on their own work during the display session. 				

<ul style="list-style-type: none">Digital literacy as they source for examples of embedded clay items from digital media.			
Link to PCI's: Life skills: Teacher to help learners to develop self-esteem and awareness as they display and talk about their work.		Link to values: Teacher to help learner to appreciate the value of using clay as a natural resource for modelling Teacher to help learners to practice responsible behaviour as they care for the environment	
Link to other learning activity areas: Environmental activities can teach about clay as a resource from the environment that is used in making useful items.		Suggested community service learning activities: Learner to be assisted by parents /care givers in a project on embedding technique	
Suggested Non Formal Activity to support Learning: School to organize for in-house exhibitions to showcase learners' artworks		Suggested Assessment: Observation, oral questions, discussion.	
Suggested Resources: Clay, water, containers ICT devices and any other relevant resources.			
Assessment Rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ably identifies materials and tools e used in modelling, enjoys modelling and applies good finishing to items decorated using embedded decoration.	Ably identifies materials and tools used in modelling and enjoys modelling and decorating items using embedded decoration.	Identifies materials and tools used in modelling but shows little interest or ability to decorate clay items using embedded technique.	Is distracted and shows no interest in decorating clay items using embedded technique.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
9.0 SCULPTURE	9.1 Shakers (2 lessons)	By the end of the sub strand, the learner should be able to; a) Observe samples of shakers from teacher's collection. b) Identify materials and tools from teacher's collection to motivate them make their own. c) Make simple shakers using local materials for playing. d) Have fun as they make shakers and play with them.	<ul style="list-style-type: none"> In groups, learners to observe samples of shakers from teacher's collection. In groups, learners to identify materials and tools from teacher's collection to motivate them make their own. Class discussion on tools and materials for construction and assembling shakers Individually construct and assemble shakers In a group, learners to have fun and enjoy as they play shakers they have made Learners to display and talk about own and others shakers 	1. What materials and tools are used for constructing and assembling shakers? 2. What instruments do you use to accompany songs?

Core-competence to be developed: The learner will acquire: <ul style="list-style-type: none">• Communication and collaboration through interactions during group work.• Imagination and creativity as they make and play their shakers• Problem solving skills when experimenting with local materials to make shakers.• Self-efficacy when giving feedback on their own work during the display session.			
Links to PCI's: Life skills: Teacher to help learners to develop self-esteem and awareness as they display and talk about their work. ESD: Teacher to guide learner to be aware of safety as they construct and assemble shakers		Links to values: Teacher to help learners to practice respect for each other and responsible behaviour as they care for the environment.	
Link to other learning activity areas: Environmental activities can teach learners to appreciate their environment as a source of materials for constructing and assembling shakers. Music lessons can make use of the shakers made in the art lesson.		Suggested community Service Learning activity to support learning through application: Learners to undertake a project and with guidance of parents /care givers to make shakers and learn musical accompaniment peculiar to their culture.	
Suggested Non Formal Activity to support Learning: School to organize for musical concerts where learners can use the shakers.		Suggested Assessment: Observation, oral questions, discussion.	
Suggested Resources: Wires, bottle tops, wood, nails ICT devices and any other relevant resources.			
Assessment Rubrics			
Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ably identifies material and tools from teacher's collection and enjoys experimenting with local materials to make well finished shakers.	Ably identifies material and tools from teacher's collection and enjoys making simple shakers using local materials.	Identifies material and tools from teacher's collection but lacks sustained interest and has limited ability to make simple shaker using local materials.	Is distracted and shows no interest or ability to make simple shakers using local materials.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
9.0 Sculpture	9.2 Propellers (2 lessons)	By the end of the sub strand, the learner should be able to; a) Observe samples of propellers from teacher's samples and or from digital media. b) Identify materials and tools from teacher's collection to motivate them make their own. c) Make simple propellers using local materials for playing. d) Have fun as they make propellers and play with them.	c) In groups, learners to observe samples of propellers from teacher's samples and or from digital media. • In groups to identify materials and tools from teacher's collection to motivate them make their own • Class discussion on tools and materials for construction and assembling propellers • Individually construct and assemble propellers • In groups, learners to have fun and enjoy as they play with their propellers • Learners to display and talk about own and other propellers	1. What materials can be used for constructing and assembling propellers? 2. Is it possible to get a resource person to teach the learners on how to make propellers?
Core-competence to be development: learner will acquire: <ul style="list-style-type: none"> • Communication and collaboration through interactions during group work. • Imagination and creativity as construct and assemble propellers using locally available materials. • Self-efficacy when giving feedback on their own work during the display session. • Digital literacy as they source for examples of propellers from digital media. 				
Links to PCI's: Life Skills: Teacher to help learners to develop self-esteem and awareness as they display and talk about their work. Health : Teacher to guide learner to be aware of safety as they construct and assemble propellers			Links to values: <ul style="list-style-type: none"> • Teacher to help learners to practice respect for each other and responsible behaviour as they care for the environment 	
Link to other learning activity areas: <ul style="list-style-type: none"> • Propellers could be used for physical education to enhance movement (fun game activities) • Environmental education – learners appreciate their environment as a source of materials for constructing and assembling propellers 			Suggested community Service Learning activity to support learning through application: <ul style="list-style-type: none"> • Learners to undertake a project and with guidance of parents /care givers to make propellers and peculiar to their culture. 	

Suggested Non Formal Activity to support Learning: <ul style="list-style-type: none">• School to organize for sports where learners can race and compete using the propellers.		Suggested Assessment: <ul style="list-style-type: none">• Observation, oral questions, discussion.	
Suggested Resources: <ul style="list-style-type: none">• Assorted materials (fronds, stiff paper), nails, sticks, sample propellers ICT devices and any other relevant resources.			
Assessment Rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ably identifies material and tools used in making propellers and enjoys experimenting with local materials to make well finished propellers.	Ably identifies material and tools used in making propellers and enjoys making simple propellers using local materials.	Identifies material and tools used in making propellers but lacks sustained interest and has limited ability to make simple propellers using local materials.	Is distracted and shows no interest or ability to make simple propellers using local materials.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
10.0 Weaving	10.1 Plain Weaving on a Serrated Card Loom (2 lessons)	By the end of the sub strand, the learner should be able to; a) Observe woven items from teacher's collection and or from digital media. b) Identify the tools and materials used in weaving on a serrated card loom in the environment c) Plain weave a three coloured table mat using a serrated loom for self-expression d) Enjoy plain weaving a table mat on a serrated loom	<ul style="list-style-type: none"> • Guide learners to observe woven items from teacher's collection and or from digital media. • In groups, learners to identify the tools and materials used in weaving on a serrated card loom. • Learners be taken for environmental walks to collect materials for plain weaving using serrated card loom e.g. sisal, cotton straws, threads, wool, yarn, fabric strips etc. • Individually plain weave a three coloured table mat on a serrated loom • Learners to display and talk about their own and others work. 	<ol style="list-style-type: none"> 1. How do we identify materials used in serrated loom weaving? 2. How can one make a serrated card loom? 3. How do we plain weave on a serrated card loom?
Core Competence to be developed: The learner to acquire: <ul style="list-style-type: none"> • Communication and collaboration through interactions when weaving on serrated card loom. • Problem solving skill when experimenting with materials as they weave on a serrated card loom. 				

<ul style="list-style-type: none">• Self-efficacy when giving feedback on their own artwork during the display sessions.• Digital literacy as they source for examples of serrated card looms from digital media.			
Link to PCI's: Life skills: Learner develop self-esteem and awareness as they display and talk about their work		Links to values Teacher to help learners to practice respect for each other and responsible behaviour as they care for the environment	
Link to other learning activity areas: Environmental activities to teach on recycling things that had been thrown away		Suggested community Service Learning activity to support learning through application: Learners to undertake a project and with guidance of parents /care givers to weave items using a serrated card loom	
Suggested non-formal activity to support learning: School to organize for in-house competition where learners can showcase their woven items		Suggested Assessment: Observation, oral questions, discussion.	
Suggested Resources: Raffia, polythene paper, banana fibre, any fibrous material ICT devices and any other relevant resources.			
Assessment rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ably identifies the materials and tools used in weaving on a serrated card loom and enjoys experimenting them to plain weave a well finished three coloured table mat on a serrated loom	Ably identifies the materials and tools used in weaving on a serrated card loom and enjoys plain weaving a three coloured table mat using a serrated loom.	Identifies the materials and tools used in weaving on a serrated card loom but shows little interest in plain weaving a three coloured table mat on a serrated loom.	Is distracted and shows no interest in plain weaving a three colour mat using a serrated card loom.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
10.0 Weaving	10.2 Plain Weaving on A Dowel Loom (2 lessons)	By the end of the sub strand, the learner should be able to; a) Observe woven items from teacher's collection and or from digital media. b) Identify the tools and materials used in weaving on a dowel loom in the environment	<ul style="list-style-type: none"> • Guide learners to observe woven items from teacher's collection and or from digital media. • In groups, learners to identify the tools and materials used in weaving on a dowel loom. • Learners be taken for environmental walks to collect materials for weaving on a dowel 	1. How do we identify materials used in dowel loom weaving? 2. What is the process of weaving on a dowel loom?

		c) Plain weave a three coloured table mat using a dowel loom for self-expression. d) Enjoy plain weaving a table mat on a dowel loom.	card loom e.g. sisal, cotton straws, threads, wool, yarn, fabric strips etc. <ul style="list-style-type: none">Individually plain weave a three coloured table mat on a dowel loomLearners to display and talk about their own and others work.	
Core Competence to be developed: The learner to acquire: <ul style="list-style-type: none">Communication and collaboration through interactions when weaving on a dowel loom.Problem solving skill when experimenting with materials as they weave on dowel loom.Self-efficacy when giving feedback on their own artwork during the display sessions.				
Link to PCI's and Values: <ul style="list-style-type: none">Learner develop self-esteem and awareness as they display and talk about their work			Links to values <ul style="list-style-type: none">Teacher to help learners to practice respect for each other and responsible behaviour as they care for the environment	
Link to other learning activity areas: <ul style="list-style-type: none">Environmental activities to teach on value of recycling things that had been thrown away i.e. the materials			Suggested community service learning activity to support learning through application: <ul style="list-style-type: none">The learners be involved in decorating places of worship, hospitals etc. in the community.	
Suggested Non formal activity to support learning: <ul style="list-style-type: none">School to organize for in-house competition where learners can showcase their woven items			Suggested Assessment: <ul style="list-style-type: none">Observation, oral questions, discussion.	
Suggested Resources: <ul style="list-style-type: none">Raffia, polythene paper, banana fibre, any fibrous material ICT devices and any other relevant resources.				
Assessment Rubrics				
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation	
Ably identifies the materials and tools used in weaving on a serrated card loom and enjoys experimenting them to plain weave a well finished three coloured table mat on a dowel loom	Ably identifies the materials and tools used in weaving on a serrated card loom and enjoys plain weaving a three coloured table mat using a dowel loom.	Identifies the materials and tools used in weaving on a serrated card loom but shows little interest in plain weaving a three coloured table mat on a dowel loom.	Is distracted and shows no interest in plain weaving a three colour mat using a dowel card loom.	

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
11.0 Paper Craft	11.1 Combined paper craft techniques (2 lessons)	By the end of the sub strand, the learner should be able to; a) Observe a hat made using combined paper craft technique from the teacher's samples to help in making their own. b) Make a hat using combined paper craft techniques for self-expression. c) Have fun as they make hats using combined paper craft techniques.	<ul style="list-style-type: none">In a group, learners to be guided in observing a hat made using combined paper craft technique from the teacher's samples to help in making their own.Individually, learner to make a hat using a combined of paper craft techniques to develop a sense of confidenceLearners to display and talk about own and others work citing materials and techniques chosen	<ol style="list-style-type: none">What materials can be used to make hats?How do we make hats using combined technique s of paper craft?
Core-competence to be developed: Learners will develop : <ul style="list-style-type: none">Imagination and creativity as they make hats with combined paper craft techniqueCommunication and collaboration through interactions when working togetherProblem solving skill when experimenting with materials as they make hatsSelf efficacy is enhanced by their sense of accomplishment gained after making hats				
Links to PCI's: ESD: Teacher to help learners develop their environmental awareness though recycling, safe disposal and responsible management of waste paper			Links to values Teacher to help learners to practice respect for each other and responsible behaviour as they care for the environment	
Link to other learning activity areas: Environmental activities can teach about recycling of waste re-usable paper			Suggested community Service Learning activity to support learning through application: Learners could embark on a community project to collect re-usable waste paper from their community which will be used for Art activities e.g. collage, montage, paper craft, weaving, paper maché, and other activities	
Suggested Non Formal Activity to support Learning: School to organize for in-house competition where learners can showcase their paper craft items			Suggested Assessment: Observation, oral questions, discussion.	
Suggested Resources: Assorted paper ,cutting, adhesives ,rulers ICT devices and any other relevant resources.				

Assessment Rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ably experiments with materials and enjoys making a well finished hat using combined paper craft techniques.	Ably experiments with materials and enjoys making a hat using combined paper craft techniques.	Shows little interest or ability in experimenting with materials to make a hat using combined paper craft techniques.	Is distracted and shows no interest in making a hat using combined paper craft techniques.