

GRADE ONE

GRADE ONE ART AND CRAFT TERM TWO YEAR 2018

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFLECTION
	1								
2	1	Paper Craft	Rolling Technique	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	How do we identify decorative items made out of paper in our environment	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	Realia charts	1.Observation 2.Oral questions	
	2		Rolling Technique	By the end of the sub strand, the learner should be able to a) make decorative items out of paper using rolling technique	How do you make decorative items out of paper using rolling technique	In a group, learners are taken for an environmental and/or digital tour to observe items made out of paper using rolling technique. Individually, learners make decorative items out of paper using rolling technique.	Realia Charts	.Observation 2.Oral questions	
3	1	Paper Craft	Twisting Technique	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	How do you make items out of paper using twisting technique?	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	Realia Charts	.Observation 2.Oral questions	

				making of items in paper craft					
	2		<b>Twisting Technique</b>	By the end of the sub strand, the learner should be able to a)observe decorative items made out of paper using twisting technique in the physical and/or ICT environment to help in making of items using twisting technique	What items do you want to make out of paper using twisting technique	Individually, learners make decorative items out of paper using twisting technique. In a group, learners display, talk about and appreciate their own and others' work	<b>Realia charts</b>	Observation	
4	1		<b>Folding Technique</b>	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	How do we identify items made of paper using folding in our environment?	In a group, learners guided in reviewing decorative items made out of paper and materials and tools that can be used in paper craft in the physical and/or ICT environment to help in making of items in paper craft	<b>Realia Charts</b>	<b>.Observation</b> <b>2.Oral questions</b>	
	2		<b>Folding Technique</b>	By the end of the sub strand, the learner should be able to a) observe decorative items made out of paper using folding technique in the physical and/or ICT	Where do we find items made of paper using folding technique in our environment	In a group, learners are taken for an environmental and/or digital tour to observe items made out of paper using folding technique In a group, learners guided in identifying painted	<b>Realia Charts</b>	<b>.Observation</b> <b>2.Oral questions</b>	

				environment to help in making of items out of paper using folding technique		fabrics in the physical and/or ICT environment for motivation to paint their own fabrics			
5	1	<b>Fabric Decoration</b>	<b>Painting on fabric with fingers</b>	By the end of the sub strand, the learner should be able to: a) identify painted fabrics in the physical and/or ICT environment as a motivation to paint own fabric	How do you paint on fabric using fingers?	In a group, learners are guided to identify materials and tools that can be used in painting on fabric in the physical and/or ICT environment	<b>Realia Charts</b>	<b>.Observation 2.Oral questions</b>	
	2	<b>Fabric Decoration</b>	<b>Painting on fabric with fingers</b>	By the end of the sub strand, the learner should be able to a) identify materials and tools that can be used in painting on fabric in physical and/or ICT environment	. What have you enjoyed when painting on fabric using fingers	In a group, learners guided in identifying painted fabrics in the physical and/or ICT environment for motivation to paint their own fabrics	<b>Realia charts</b>	<b>.Observation 2.Oral questions</b>	
6	1	<b>Fabric Decoration</b>	<b>Painting on fabric with brush</b>	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	How do we identify brush painted fabric in our environment?	In a group, learners guided in reviewing painted fabrics and materials and tools that can be used in painting on fabrics in the physical and/or digital as a motivation to paint own fabrics In a group, learners guided	<b>Realia Charts</b>	<b>.Observation 2.Oral questions</b>	

				environment as a motivation to paint own fabrics		in identifying brush painted fabric in the physical and/or ICT environment for motivation to paint their own fabrics.			
	2		<b>Painting on fabric with brush</b>	By the end of the sub strand, the learner should be able to: a) use brush to paint on fabric b) display, talk about and appreciate their own and others' work	. What have you enjoyed when painting on fabric using brush	Individually, learners use brush to paint on fabric. In a group, learners display, talk about and appreciate their own and others' work	<b>Realia Charts</b>	<b>.Observation 2.Oral questions</b>	
7	1		<b>Painting on fabric with sponge</b>	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	How do we identify sponge painted fabric in our environment	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	<b>Realia Charts</b>	<b>.Observation 2.Oral questions 3.written questions</b>	
	2		<b>Painting on fabric with sponge</b>	By the end of the sub strand, the learner should be able to a) use sponge to paint on fabric	What have you enjoyed when painting on fabric using sponge	Individually, learners use sponge to paint on fabric. In a group, learners display, talk about and appreciate their own and	<b>Realia Charts</b>		

				b) display, talk about and appreciate their own and others' work		others' work			
8	1	<b>Mounting Techniques</b>	<b>Mosaic</b>	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	How do we identify mosaic pictures?	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.	<b>Realia charts</b>		
	2		<b>Mosaic</b>	By the end of the sub strand, the learner should be able to; ) identify locally available materials and tools that can be used in mosaic picture making in the physical and / ict environment	How do we identify materials and tools used to make mosaic pictures	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 picture	<b>Realia charts</b>		
9	1		<b>Mosaic</b>	By the end of the sub strand, the learner should be able to a) amake simple pictures in mosaic using locally available	What kind of mosaic pictures would like to make?	Individually, learners make decorative items out of paper using rolling technique. In a group, learners display, talk about and	<b>Realia charts</b>		

				materials and tools. b) display, talk about and appreciate own and others' work		appreciate their own and others' work.			
	2	<b>Decorating Forms</b>	<b>Decorating</b> Plastic Bottles using Coloured Paper	By the end of the sub strand, the learner should be able to identify simple decorated three-dimensional (3D) forms <b>using coloured paper</b> to help in motivating them to decorate 3D forms	How do we identify simple 3D forms that are decorated using coloured paper	Guide the learners, as a group, to Inquiry Corner to identify simple decorated 3D forms to motivate them	<b>Realia charts</b>		
10	1		<b>Decorating</b> Plastic Bottles using Coloured Paper	By the end of the sub strand, the learner should be able to observe simple decorated 3D forms in the physical and/or ICT environment to help in simple decorated 3D forms	How do we identify materials and tools used in decorating simple 3D forms?	Guide the learners, to observe simple decorated 3D forms in the physical and/or ICT environment	<b>Realia charts</b>		
	2		<b>Decorating</b> Plastic Bottles using Coloured Paper	By the end of the sub strand, the learner should be able to  a) decorate plastic bottles using coloured paper for self-expression. b) display, talk about and appreciate own and	How do we decorate plastic bottles using coloured paper?	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	<b>Realia charts</b>		

				others' work					
11	1	<b>Ornaments</b>	<b>Single stranded bracelets</b>	By the end of the sub strand, the learner should be able to identify beaded ornaments at Inquiry Corner to help in motivating them make ornaments	How do we identify ornaments in our environment?	Guide the learners, as a group, to Inquiry Corner to identify ornaments to motivate them	<b>Realia charts</b>		
	2		<b>Single stranded bracelets</b>	By the end of the sub strand, the learner should be able to observe beaded ornaments in the physical and/or ICT environment to help in making ornaments	How do we identify materials and tools used in making ornaments	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.	<b>Realia charts</b>		
12	1		<b>Single stranded bracelets</b>	By the end of the sub strand, the learner should be able to make bracelets using single strand beading for self-expression a) display, talk about and appreciate own and others' work	How do we make ornaments using single strand beading	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.	<b>Realia charts</b>		
	2	<b>Sculpture</b>	<b>Toys</b>	By the end of the sub strand, the learner should be able to a) identify toys, locally available materials and	What toys have you seen in class' Inquiry Corner	Guide the learners, as a group, to Inquiry Corner to identify toys, locally available materials and tools for making toys at Inquiry Corner for	<b>Realia charts</b>		

				tools for making toys at Inquiry Corner for motivation		motivation			
13	1		<b>Toys</b>	By the end of the sub strand, the learner should be able to observe toys in the physical and/or ICT environment to help in making toys	What materials and tools do we have for making simple toys	Guide the learners, to observe toys, locally available materials and tools for making toys in the physical and/or ICT environment	<b>Realia charts</b>		
	2		<b>Toys</b>	By the end of the sub strand, the learner should be able to collect different types of materials and tools from the environment that can be used to make toys	What toys would you like to make?	Guide the learners, to observe toys, locally available materials and tools for making toys in the physical and/or ICT environmen	<b>Realia charts</b>		
14			CAT	CAT	CAT	CAT			