

Curriculum Design

Art and Craft Activities Grade Two

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Drawing	1.1 Forms (3lessons)	By the end of the sub strand, the learner should be able to; a) identify a variety of forms in physical and/or ICT environmental, as a motivation in drawing forms b) identify materials and tools that can be used in drawing forms, in the physical and/or ICT environment for motivation c) draw simple forms for self-expression, using current and/or emerging technologies. d) display, talk about and appreciate own and others' work	<ul style="list-style-type: none"> • In a group, learners are taken for an environmental and/or digital tour to identify variety of forms, in the physical and/or ICT environmental, as a motivation to draw forms. • In as a group, learners are guided, to identify materials and tools that can be used in drawing forms, in the physical and/or ICT environment for motivation. • Individually, learners draw simple forms, using current and/or emerging technologies. • In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> 1. What types of forms are found in the environment? 2. Which forms do you want to draw? 3. What media can we use in drawing simple forms?
<p>Core Competence to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration skills in group work activities. • Imagination and creativity skills as they express themselves through drawing forms. • Self-efficacy as they express themselves about their artwork during display sessions. • Digital Literacy as learners explore ICT environment/ICT devices while drawing forms. • Learning to Learn as learners explore drawing and draw forms, using current and/or emerging technologies. 				
<p>Link to PCI's:</p> <ul style="list-style-type: none"> • Life Skills: The Learner to develop self- awareness, self-esteem and assertiveness as they display and talk about their drawings. • ESD: Teacher to emphasize on care of the environment as resource in drawing forms. • Health education: Teacher to guide learners to observe hygiene during and after drawing forms. 			<p>Link to values:</p> <ul style="list-style-type: none"> • Learner to acquire the value of responsibility, respect and sharing during group work. • In using the environment as a resource in drawing forms, the learners demonstrate value of patriotism. 	

Link to other learning activity areas: <ul style="list-style-type: none"> Environmental Activities: emphasis on care of the environment, which is a source of forms identified and used for in drawing. 		Suggested community service learning activity to support learning through application: <ul style="list-style-type: none"> With the help of parents/care givers, learners are guided learners do a project in making simple seasonal cards, are decorated with drawn forms, for the community. 	
Suggested non-formal activity to support learning through application: <ul style="list-style-type: none"> Learners to compete among themselves in drawing forms in in-house exhibitions organised by the school. 		Suggested assessment <ul style="list-style-type: none"> Oral questions, discussions, observations, portfolios 	
Suggested Resources: Paper/drawing books, pencils, ICT devices, and any other relevant resources.			
Assessment rubric			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Competently identifies forms in the environment to be drawn and enjoys drawing detailed forms using current and/or emerging technologies.	Competently identifies forms in the environment to be drawn and enjoys drawing forms using current and/or emerging technologies.	Identifies forms in the environment to be drawn but is sometimes disinterested in the drawing activity.	Hardly identifies forms in the environment to be drawn and unable to draw forms using current and/or emerging technologies.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Drawing	1.2 Texture (3lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> Identify types of texture in physical and/or ICT environmental, as a motivation in creating texture drawing. identify materials and tools that can be used in creating texture, in the physical and/or ICT environment for motivation create simple textural effects in drawings for self-expression, using current and/or emerging technologies. display, talk about and appreciate own and others' work 	<ul style="list-style-type: none"> In In a group, learners are taken for an environmental and/or digital tour to identify types of texture, in the physical and/or ICT environmental, as a motivation to create a variety of textural effects in drawing. In as a group, learners are guided, to identify materials and tools that can be used to create texture, in the physical and/or ICT environment for motivation. Individually, learners create a variety of textural effects in drawing, using current and/or emerging technologies. 	<ol style="list-style-type: none"> What types of textures are found in the environment? How do we identify texture? How do we differentiate types of texture? How do we create texture in a drawing?

			<ul style="list-style-type: none"> • In a group, learners display, talk about and appreciate their own and others' work. 	
<p>Core Competence to be developed: The learner to acquire: Communication and collaboration as they take environmental tours. digital tours.</p> <ul style="list-style-type: none"> • Imagination and creativity as they create a variety of textural effects. • Self-efficacy as they talk about their art work during display. 				
<p>Link to PCI's:</p> <ul style="list-style-type: none"> • Life Skills: The Learner to develop self- awareness, self-esteem and assertiveness as they display and talk about their work. • ESD: Teacher to emphasize on care of the environment as resource in creating texture. • Health education: Teacher to guide learners to observe hygiene during and after creating texture. 			<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences</p>	
<p>Link to other learning activity areas: Environmental activities can teach on the need to conserve our environment that affords the textured surfaces</p>		<p>Suggested community service learning activity to support learning through application: With help of parents/care givers ,learners to create cards with the drawings, rubbings to create cards e.g. sorry cards, birthday cards, thank you, Easter cards, get well cards</p>		
<p>Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks</p>		<p>Suggested assessment Oral questions, portfolio, observations</p>		
<p>Suggested Resources: Digital tools, pencils , paper, textured surfaces ICT devices and any other relevant resources.</p>				

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Correctly identify forms in the environment and or digital media to motivate them in creating texture drawing and enjoys creating complex textural effects in drawn forms	Identifies forms in the environment and or digital media to motivate them in creating texture drawing and enjoys creating textural effects in drawn forms	Identifies forms in the environment and or digital media to motivate them in creating texture drawing but is not wholly interested in creating textural effects in drawn forms	Seems distracted and has no interest in creating textural effects in drawn forms

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 PAINT AND COLOUR	2.1 Paint shapes from observation (3lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) Identify and name materials used for painting.</p> <p>b) Mix and paint correctly and paint simple shapes for self-expression.</p> <p>c) Draw and paint the national flag to appreciate the symbolism of the colours</p> <p>d) Paint simple shapes using digital tools for self-expression.</p> <p>e) Have fun as they paint and explore shapes and colour.</p>	<ul style="list-style-type: none"> ▪ Class discussion on tools and materials used for painting ▪ Learners could be guided to paint organic and geometric shapes using painting tools and materials ▪ Paint shapes and explore colour using digital tools ▪ Individually learner to be guided in drawing and painting the national flag to appreciate the symbolism of the colours. ▪ Learners to display and talk own and others work 	<ol style="list-style-type: none"> 1. What tools materials do we use for painting? 2. How can one mix water based paint? 3. How do learners react when mixing paint? 4. What organic and geometric shapes can learners paint?
<p>Core-competence to be developed:</p> <ul style="list-style-type: none"> • The learner to acquire: • Communication and collaboration as they take environmental and digital tours. • Imagination and creativity as they create a variety of textural effects. ▪ Self-efficacy as they talk about their art work during display. ▪ Digital literacy as learner paints shapes using digital tools. 				
<p>Links to PCI's: Life skills: The teacher to allow free expression of ideas , feelings and emotions during display and discussion of learner's work so as to develop self-awareness, self-esteem and assertiveness.</p>			<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences</p>	

Link to other learning activity areas: Language activities could teach on various names of shapes	Suggested community Service Learning activity to support learning through application: With the guidance of parents/care givers , learners could paint simple cards e.g. get well, birthday, thank you cards, Easter celebrations, Christmas etc and take them to senior citizens in their community and their friends and family
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner’ s artworks	Suggested assessment Oral questions, portfolio, observations
Suggested Resources: Brushes, colour, papers, cards, sample shapes ICT devices and any other relevant resources.	

Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Correctly identify and name materials used for painting and enjoys mixing paint correctly and painting detailed shapes	Identifies and name materials used for painting and enjoys mixing paint and painting simple shapes	Identifies and name materials but lacks interest and shows limited ability in mixing paint and painting simple shapes	Seems distracted and shows no interest in mixing paint and painting simple shapes

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 PATTERN MAKING	3.1 Texture pattern (2lessons)	By the end of the sub strand, the learner should be able to; a) Observe texture in the environment and or digital media to motivate them in creating texture patterns. b) Create simple texture patterns for self-expression simple forms for self-expression c) Enjoy creating texture patterns	<ul style="list-style-type: none"> Class discussion on types of texture and patterns seen in their immediate environment and those available on digital media. Individually, learners to create texture patterns in colour using texture rubbings over different surfaces Individually, learners to freely explore patterns in colour using ICT tools to express their ideas Learners to display and talk about own and others patterns. 	<ol style="list-style-type: none"> How do we create patterns with texture? How do learners react and appreciate use of colour in pattern making?

<p>Core Competence to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration as they take environmental and digital tours. • Imagination and creativity as they create patterns. • Self - efficacy as they talk about their art work during display. • Digital literacy as the learner sources simulated texture from digital media 	
<p>Link to PCI's: ESD– teacher to emphasize on care of the environment as source of art materials Life skills: The teacher to allow free expression of ideas , feelings and emotions during display and discussion of learner's work so as to develop self-awareness, self-esteem and assertiveness.</p>	<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences</p>
<p>Link to other learning activity areas: In Environmental activities to be taught on reuse of materials that can be used for drawing eg paper.</p>	<p>Suggested community service learning activity to support learning through application: With the guidance of parents the learners can create simple cards with texture patterns forms, e.g. sorry cards, birthday cards, thank you, Easter cards, get well cards</p>
<p>Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks</p>	<p>Suggested assessment Oral questions, portfolio, observations</p>
<p>Suggested Resources: Digital tools, pencils , paper, textured surfaces ICT devices and any other relevant resources.</p>	

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes texture in the environment or digital media and experiments with it to create complex patterns	Observes texture in the environment or digital media and experiments with it to create patterns	Observes texture in the environment and in digital media but seems not wholly interested in creating texture patterns	Seems distracted and lacks ability to create texture patterns

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 PATTERN MAKING	3.2 Shape pattern (2lessons)	By the end of the sub strand, the learner should be able to; a) Observe shapes in the environment and or digital media to motivate them in creating shape patterns. b) Create simple shape patterns for self-expression c) Enjoy creating shape patterns	<ul style="list-style-type: none"> • Class discussion on types of shapes seen in their immediate environment and those available on digital media. • Individually to create shape patterns in colour using texture rubbings and or ICT tools • Learners to display and talk about own and others patterns. 	<ol style="list-style-type: none"> 1. How do we create patterns with shapes? 2. Which types of shapes can be used in creating patterns?
<p>Core Competence to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration as they take environmental and digital tours. • Imagination and creativity as they create patterns. • Self - efficacy as they talk about their art work during display. • Digital literacy as the learner sources shapes from digital media 				
<p>Link to PCI's: ESD– teacher to emphasize on care of the environment as source of art materials Life skills: The teacher to allow free expression of ideas , feelings and emotions during display and discussion of learner's work so as to develop self-awareness, self-esteem and assertiveness.</p>			<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences</p>	
<p>Link to other learning activity areas: In Environmental activities to be taught on reuse of materials that can be used for drawing eg paper.</p>			<p>Suggested community service learning activity to support learning through application: With the guidance of parents/guardian, the learners to create simple cards with shape patterns forms, e.g. sorry cards, birthday cards, thank you, Easter cards, get well cards</p>	
<p>Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks</p>			<p>Suggested assessment Oral questions, portfolio, observations</p>	
<p>Suggested Resources: Digital tools, pencils , paper, varied shapes ICT devices and any other relevant resources.</p>				

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes shapes in the environment or digital media and enjoys experimenting with them to create complex shape patterns	Observes shapes in the environment or digital media and enjoys experimenting with it to create shape patterns	Observes shapes in the environment and in digital media but seems not wholly interested in creating shape patterns	Seems distracted and lacks ability to create shape patterns

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 PATTERN MAKING	3.3 Letter pattern (2lessons)	By the end of the sub strand, the learner should be able to; a) Observe letters in the environment and or digital media to motivate them in creating letter patterns. b) Create simple letter patterns freehand or using ICT tools for self-expression c) Enjoy creating letter patterns	<ul style="list-style-type: none"> Class discussion on types of letter seen in their immediate environment and those available on digital media. Individually, learners to create letter patterns in colour Individually, learners to freely explore letter patterns in colour and or ICT tools to express their ideas Learners to display and talk about own and others patterns. 	<ol style="list-style-type: none"> How do we create patterns with letters? Which types of letters can be used in creating patterns?

Core Competence to be developed:

The learner to acquire:

- Communication and collaboration as they take environmental and digital tours.
- Imagination and creativity as they create patterns.
- Self - efficacy as they talk about their art work during display.
- Digital literacy as the learner sources letter shapes from digital media

Link to PCI's:

ESD– the teacher to emphasize on care of the environment as source of art materials
Life skills: The teacher to allow free expression of ideas , feelings and emotions during display and discussion of learner's work so as to develop self-awareness, self-esteem and assertiveness

Links to values:

The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences

Link to other learning activity areas: In Environmental activities to be taught on reuse of materials that can be used for drawing eg paper.	Suggested community service learning/ activity to support learning through application: With the guidance of parents/guardian, the learners to create simple cards with letters patterns forms, e.g. sorry cards, birthday cards, thank you, Easter cards, get well cards
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks	Suggested assessment Oral questions, portfolio, observations
Suggested Resources: Digital tools, pencils , paper, sample varied shapes ICT devices and any other relevant resources.	

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes letters in the environment and or digital media and experiments with them to create complex letter patterns.	Observes letters in the environment and or digital media and experiments with them to create letter patterns.	Observes letters in the environment and in digital media but seems not wholly interested in creating letters patterns.	Seems distracted and lacks ability to create letter patterns.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
4.0 MOUNTING TECHNIQUES	4.1 Collage (3 lessons)	By the end of the sub strand, the learner should be able to; a) Collect material from the environment that can be used to create collage. b) Create simple pictures in collage using locally available materials. c) Have fun while creating simple pictures in collage.	<ul style="list-style-type: none"> In groups learners to be taken for environmental walks to collect materials that can be used to create collage e.g. natural materials stones / pebbles, dried fallen leaves, feathers, grass), coloured papers, fabric, small plastics etc. A class discussion on collected items and sharing out some materials to those with fewer items Individually create simple collage pictures Learners to display and talk about their own and others work. 	<ol style="list-style-type: none"> How do we identify materials used to create collage? How do we create collage?

Core Competence to be developed: Learner will acquire : <ul style="list-style-type: none"> • communication and collaboration skills when going out in groups to collect the materials • imagination and creativity while choosing the material for mosaic • Self-efficacy as they talk about their work during display. 	
Link to PCI's: Life skills: Teacher to help learner to develop self-esteem and awareness as they display and talk about their work	Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences
Link to other learning activity areas: Learner to environmental activities when they collect degradable and / or non-degradable materials from the environment for use	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 collage techniques
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks	Suggested assessment Oral questions, portfolio, observations
Suggested Resources: Adhesives, paper, fibres, print media and any other relevant resources.	

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Collects varied materials from the environment and enjoys experimenting with them to create complex collage pictures	Collects material from the environment and enjoys using them to create simple collage pictures	Collects material from the environment but seems not wholly interested in creating simple collage pictures.	Seems distracted and lacks ability to collect material from the environment create simple collage pictures.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
5.0 DECORATING FORMS	5.1 Decorating egg shells (3 lessons)	By the end of the sub strand, the learner should be able to; a) Observe teacher samples of decorated egg shells. b) Decorate egg shells by painting and pasting coloured paper for self-expression.	<ul style="list-style-type: none"> • In groups learners could observe teacher samples of decorated egg shells. • Individually learner to decorate egg shells by painting and pasting coloured paper. 	<ol style="list-style-type: none"> 1. How do we decorate egg shells? 2. What materials are needed for decoration of egg shells? 3. Which type of paint is suitable for decorating

		c) Have fun while decorating egg shells by painting and pasting coloured paper.	<ul style="list-style-type: none"> Learners to display and talk about their own and others work. 	egg shells?
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 egg shells Self-efficacy as they talk about their work during display. 				
Link to PCI's: Life skills: Teacher to help learner to develop self-esteem ,self- awareness and assertiveness as they display and talk about their work			Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences	
Link to other learning activity areas: Learner to environmental activities when they collect degradable and / or non-degradable materials from the environment for use			Suggested community service learning activity to support learning through application: Learners to engage parents/care givers and community members in collecting egg shells and decorate them for communal functions.	
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks			Suggested assessment Oral questions, portfolio, observations	
Suggested Resources: Adhesives, paper, paint, brushes, egg shells, masking tape, cellotape and any other relevant resources.				

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys experimenting with pasting and painting techniques to create complex designs on the egg shells.	Enjoys experimenting by painting and pasting coloured paper designs on egg shells.	Can decorate egg shells by painting and pasting coloured paper but seems not wholly interested in the activity.	Is distracted and disinterested and has not demonstrated ability to decorate egg shells by painting and pasting coloured paper.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
5.0 DECORATING FORMS	5.2 Decorating plastic containers (3 lessons)	By the end of the sub strand, the learner should be able to; a) Observe teacher samples plastic containers. b) Decorate plastic containers pasting coloured paper for self-expression c) Have fun while decorating plastic containers by painting and pasting coloured paper.	<ul style="list-style-type: none"> In groups learners could observe teacher samples of decorated plastic containers Individually learner to decorate plastic containers by pasting coloured paper. Learners to display and talk about their own and others work. 	<ol style="list-style-type: none"> How do we decorate plastic containers? What materials are needed for decoration of plastic containers?
<p>Core Competence to be developed: Learner will acquire:</p> <ul style="list-style-type: none"> Communication and collaboration skills when working together Imagination and creativity while decorating plastic containers Self-efficacy as they talk about their work during display. 				
<p>Link to PCI's: Life Skills: Teacher to help learner to develop self-esteem and awareness as they display and talk about their work</p>			<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences.</p>	
<p>Link to other learning activity areas: Learner to environmental activities when they collect degradable and / or non-degradable materials from the environment for use</p>			<p>Suggested community service learning activity to support learning through application: Learners to engage in collecting plastic containers 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 decorating forms techniques</p>	
<p>Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks</p>			<p>Suggested assessment Oral questions, portfolio, observations</p>	
<p>Suggested Resources: Adhesives, coloured paper, empty plastic margarine/oil/ice cream containers, etc</p>				

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys experimenting with coloured paper to create complex designs on plastic containers	Enjoys experimenting with coloured paper to create simple designs on plastic containers	Can decorate plastic containers by pasting coloured paper but seems not wholly interested in the activity	Is distracted and disinterested and has not demonstrated ability to decorate plastic containers by pasting coloured paper

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.0 ORNAMENTS	6.1 Double strand Necklaces (3 lessons)	By the end of the sub strand, the learner should be able to; a) Observe beaded ornaments from teachers samples to help in making necklaces using double strand beading. b) Experiment with local materials to create necklaces using double strand beading. c) Enjoy making necklaces using double strand beading.	<ul style="list-style-type: none"> • Guide learners to observe beaded ornaments from teachers sample collections • In groups experiment with local materials and techniques to make double strand necklaces. • Learners to display their work followed by a class discussion to appreciate own and each other's necklaces 	<ol style="list-style-type: none"> 1. What materials can be used from the environment in making beads? 2. What are the suitable materials used in making beaded ornaments at this level? 3. How can learners borrow creative ideas from material culture in their locality on ornament making?
<p>Core Competence to be developed: The learner to acquire;</p> <ul style="list-style-type: none"> • Communication and collaboration through interactions during group work. • Imagination and creativity when experimenting with local materials to make double strand necklaces. • Self-efficacy when giving feedback on their own necklaces during the display session. 				
<p>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. ESD: Teacher to help learners to appreciate the value of using inedible materials in when creating beads for ornaments</p>			<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences</p>	

<p>Link to other learning activity areas: Environmental Activities can emphasise on the need to recycle materials such as plastics, wood, bones, glass etc which can be used for necklaces.</p>	<p>Suggested community service learning activity to support learning through application: Learners can undertake a project whereby they can be assisted to incorporate beadwork techniques practiced in their locality</p>
<p>Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks</p>	<p>Suggested assessment Oral questions, portfolio, observations</p>
<p>Suggested Resources: Beads, strings ,thread, needles, sample ornaments ICT devices and any other relevant resources.</p>	

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys experimenting with local materials to create necklaces with complex designs using double strand beading.	Enjoys experimenting with local materials to create necklaces using double strand beading.	Makes beaded ornaments but is not wholly interested in experimenting with local materials to create necklaces using double strand beading.	Is distracted and shows no interest in making necklaces using double strand beading.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
6.0 ORNAMENTS	6.2 Double strand Bracelets (3 lessons)	By the end of the sub strand, the learner should be able to; a) Observe beaded ornaments from teacher's samples to help in making bracelet using double strand beading. b) Experiment with local materials to create bracelets using double strand beading. c) Enjoy making bracelets using double strand beading.	<ul style="list-style-type: none"> The learner to observe beaded ornaments from teacher collection Guide learners in groups to experiment with local materials and techniques to make two colour bracelets. 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? What are the suitable materials used in making bracelets at this level? How can learners borrow creative ideas form material culture in their locality on ornament making?

<p>Core Competence to be developed: The learner to acquire;</p> <ul style="list-style-type: none"> • Communication and collaboration through interactions during group work. • Problem solving skill when experimenting with local materials to make bracelets. • Self-efficacy when giving feedback on their own bracelets during the display session. 	
<p>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. ESD: Teacher to help learners to appreciate the value of using inedible materials in when creating beads for ornaments</p>	<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences</p>
<p>Link to other learning activity areas: Environmental Activities can emphasise on the need to recycle materials such as plastics, wood, bones, glass etc which can be used for making bracelets.</p>	<p>Suggested community service learning activity to support learning through application: 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.</p>
<p>Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks</p>	<p>Suggested assessment Oral questions, portfolio, observations</p>
<p>Suggested Resources: Beads, thread ,needles, sample ornaments etc.</p>	

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys experimenting with local materials to create bracelets with complex designs using double strand beading.	Enjoys experimenting with local materials to create bracelets using double strand beading.	Can make bracelets but is not wholly interested in experimenting with local materials to create bracelets using double strand beading.	Is distracted and shows no interest in making bracelets using double strand beading.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
7.0 FABRIC DECORATION	7.1 Printing on fabric with cut - out stumps (3 lessons)	By the end of the sub strand, the learner should be able to; a) Observe cut -out stump printed fabric from teacher samples to motivate them to print their own. b) Print fabric using cut-out stumps for decoration. c) Enjoy printing fabric with cut out stumps.	<ul style="list-style-type: none"> • Guide learners to observe cut - out stump printed fabric from teacher collection • Guide learners to individually print fabric using cut- out stumps • Display and talk about own and others works 	<ol style="list-style-type: none"> 1. Which materials can be sourced from the environment to make cut out stumps for printing on fabric? 2. How do we print on fabric using cut out stumps.?
<p>Core Competence to be developed The learner to acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration through interactions during group work. • Problem solving skill when experimenting with local materials to make bracelets. • Self-efficacy when giving feedback on their own prints during the display session. 				
<p>Link to PCI's : Life Skills: Learners will acquire environmental awareness as they take walks to identify locally available media for fabric decoration Health :Teacher to help learners be aware of their safety as they identify locally available media for printing</p>		<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences</p>		
<p>Link to other learning activity areas: Music activities can use fabric decorated with cut –out stump technique for costuming in dance performance</p>		<p>Suggested community service learning activity to support learning through application Learner with guidance of parents/ care givers can undertake a project on creation of costumes decorated with cut-out stumps which can be used for communal activities eg culture day</p>		
<p>Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks</p>		<p>Suggested assessment Oral questions, portfolio, observations</p>		
<p>Suggested Resources Fabric, paint, cut out stumps, water, containers, paper, sample decorated fabrics and any other relevant resources.</p>				

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys printing complex designs on fabric using cut-out stumps	Enjoys printing on fabric using cut-out stumps	Can make cut -out stump printed fabric but is not wholly interested in printing decorations on fabric	Is distracted and shows no interest in printing on fabric using cut-out stumps

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
8.0 MODELLING	8.1 Slab technique (3 lessons)	By the end of the sub strand, the learner should be able to; a) Observe items made using slab technique , materials and tools from the teachers collection and or digital media to motivate them make their own b) Model simple objects using slab technique to acquire modelling skill c) Have fun as they model objects using slab technique	<ul style="list-style-type: none"> ▪ Learners to observe items made using slab technique, materials and tools from the teacher’s collection or digital media. ▪ Individually model simple shapes by exploring clay through slab technique ▪ Learners to display and talk about own and other’s work 	<ol style="list-style-type: none"> 1. How do we identify materials and tools for modelling? 2. How do we model clay items using slab technique?

Core-competence to be developed:

The learner to acquire:

- Communication and collaboration through interactions during modelling.
- Problem solving skill when experimenting with clay to model simple shapes.
- Self-efficacy when giving feedback on their own artwork during the display session.
- Digital literacy as learner observes examples of slab items, material and tools used in the technique from digital media.

Links to PCI’s:

Health hazards: Teachers could guide learners to observe hygiene when collecting clay.

Links to values:

The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences

Link to other learning activity areas:

Learners can model numerical shapes to enhance mathematical concepts of numbers

Suggested community Service Learning activity to support learning through application:

Learners to visit community cultural centres to observe and appreciate pottery.

Suggested non-formal activity to support learning through application

School to organize in-house exhibitions of learner’ s artworks

Suggested assessment

Oral questions, portfolio, observations

Suggested Resources:

Clay, water, containers, simple modelled items ICT devices and any other relevant resources.

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys experimenting with the materials to model complex objects using slab technique .	Enjoys modelling simple objects using slab technique.	Can model items made using slab technique but is not wholly interested in modelling activity	Is distracted and does not seem to enjoy modelling simple objects using slab technique .

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
8.0 MODELLING	8.2 Pellet technique (3 lessons)	By the end of the sub strand, the learner should be able to; a) Observe items made using pellet technique , materials and tools from the teachers collection and or digital media to motivate them make their own b) Model simple objects using pellet technique and decorate them using incising and texturing c) Have fun as they model objects using pellet technique .	<ul style="list-style-type: none"> ▪ The learner to observe items made using pellet technique , materials and tools from the teachers collection and or digital media ▪ Individually model clay into forms of different sizes using simple technique of pellet and decorate them using incising and texturing ▪ Learners to display and talk about own and others work 	<ol style="list-style-type: none"> 1. How do we model clay into forms using pellet technique ? 2. How do we decorate forms modelled using pellet technique?
Core competence to be developed The learner to acquire: <ul style="list-style-type: none"> ▪ Communication and collaboration through interactions during modelling. ▪ Problem solving skill when experimenting with clay to model simple shapes. ▪ Self-efficacy when giving feedback on their own artwork during the display session. ▪ Digital literacy as learner observes examples of pellet items, material and tools used in the technique from digital media. 				
Links to PCI's: Health hazards: Teachers could guide learners to observe hygiene when collecting clay.			Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences	

Link to other learning activity areas: Language activities can incorporate the word pellet as vocabulary	Suggested community Service Learning activity to support learning through application: Learners to visit community cultural centres to observe and appreciate pottery.
Suggested Non-formal activity to support learning through application: School to organize in-house exhibitions to showcase learner's artworks	Suggested assessment Oral questions, discussions, observations
Suggested Resources: Clay, water, containers, simple modelled items ICT devices and any other relevant resources.	

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys experimenting with the materials to model well, finished objects using pellet technique.	Enjoys modelling simple objects using pellet technique.	Can model using pellet technique but is not wholly interested in modelling simple objects using pellet technique.	Is distracted and does not seem enjoy modelling simple objects using pellet technique.

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) Observe samples of toys, material and tools from teachers collection and or digital media to motivate them make their own b) Make simple toys using local materials for playing c) Have fun as they make toys and play with them	<ul style="list-style-type: none"> In groups, learners observe samples toys, material and tools from teachers collection and or digital media Guide the learner to individually explore materials to construct and assemble simple toys Learners display and talk about own and others toys 	<ol style="list-style-type: none"> What toys are in the nature corner? What materials and tools are used for constructing and assembling toys?
Core Competence to be developed: The learner to acquire: <ul style="list-style-type: none"> Communication and collaboration through interactions when making toys. Problem solving skill when experimenting with materials to make toys. Self-efficacy when giving feedback on their own artwork during the display session. Digital literacy as learner observes examples of toys 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. Health: Teacher to guide learner to be aware of safety as they construct and assemble toys	Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences
Link to other learning activity areas: Environment activities to teach on re-use of waste materials	Suggested community service learning activity to support learning through application: With the guidance of parents/ care givers , the learners to carry out a project of making toys
Suggested Non-formal activity to support learning through application: School to organize in-house exhibitions to showcase learner's artworks	Suggested assessment Oral questions, discussions, observations
Suggested Resources: Assorted materials, sample toys, ICT devices and any other relevant resources.	

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys experimenting with local materials to make well finished toys	Enjoys making simple toys using local materials	Can make toys but lacks sustained interest and has limited ability to make simple toys using local materials	Is distracted and shows no interest or ability to make simple toys using local materials

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
9.0 SCULPTURE	9.2 Kites (3 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> Observe samples of kites , material and tools from teachers collection and or digital media to motivate them make their own Make simple kites using local materials for playing. Have fun as they make kites and play with them. 	<ul style="list-style-type: none"> In groups, learners observe samples kites , material and tools from teachers collection and or digital media to motivate them make their own Guide the learner to individually explore materials to construct and assemble simple kites Learners display and talk about own and others kites 	<ol style="list-style-type: none"> What local materials and tools are used for constructing and assembling kites? What safety precautions should be taken as they make the kites? How do learners react to and appreciate the kites they make?

Core Competence to be developed: The learner to acquire: <ul style="list-style-type: none"> ▪ Communication and collaboration through interactions when making kites. ▪ Problem solving skill when experimenting with materials to make kites ▪ Self-efficacy when giving feedback on their own artwork during the display session ▪ Digital literacy as learner observes examples of kites 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. Health : Teacher to guide learner to be aware of safety as they construct and assemble kites	Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences
Link to other learning activity areas: Environment activities to teach on reuse of waste materials	Suggested community service learning activity to support learning through application: With the guidance of parents/ care givers , the learners to carry out a project of making kites
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks	Suggested assessment Oral questions, portfolio, observations
Suggested Resources: Assorted materials, sample kites, ICT devices and any other relevant resources.	

Assessment rubric

Exceeds expectations	Meets expectations	Approaches expectation	Below expectation
Enjoys experimenting with local materials to make well finished kites	Enjoys making simple kites using local materials	Can make simple kites but lacks sustained interest and has limited ability to make simple kites using local materials	Is distracted and shows no interest or ability to make simple kites using local materials

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
10.0 WEAVING	10.1 Weaving on a serrated card loom (3 lessons)	By the end of the sub strand, the learner should be able to; a) Observe woven items from teacher's collection and or digital media to motivate them make their own	<ul style="list-style-type: none"> • Guide learners to observe woven items from teacher's collection and or digital media • Learners be taken for environmental walks to collect materials for weaving using serrated card loom e.g. sisal, 	<ol style="list-style-type: none"> 1. How do we identify materials used in serrated loom weaving? 2. How does one weave using a serrated loom?

		b) Weave a two coloured table mat using a serrated loom for self-expression c) Enjoy weaving a table mat on serrated loom.	cotton straws, threads, wool, yarn, fabric strips etc. <ul style="list-style-type: none"> Individually weave a two coloured table mat on a serrated loom Learners 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 serrated card loom. Problem solving skill when experimenting with materials as they weave on a serrated card loom. Self-efficacy when giving feedback on their own artwork during the display sessions. Digital literacy as learner observes examples of woven items 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: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences. Emphasis on sharing as a value		
Link to other learning activity areas: Environmental activities can teach on recycling things that had been thrown away i.e. the materials		Suggested community service learning activity to support learning through application: The learners be involved in projects of decorating places of worship, hospitals with woven items etc. in the community using woven items		
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner's artworks		Suggested assessment Oral questions, portfolio, observations		
Suggested Resources: Raffia, polythene paper, banana fibre, any fibrous material ICT devices and any other relevant resources.				

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys experimenting with the serrated loom to weave complex and well finished designs of a two coloured table mat	Enjoys weaving a two coloured table mat using a serrated loom	Can weave but is not wholly interested in the activity	Is distracted and shows no interest in weaving a two colour mat using a serrated card loom.

		b) Weave a two coloured table mat using a serrated loom for self-expression c) Enjoy weaving a table mat on serrated loom.	cotton straws, threads, wool, yarn, fabric strips etc. <ul style="list-style-type: none"> Individually weave a two coloured table mat on a serrated loom Learners 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 serrated card loom. Problem solving skill when experimenting with materials as they weave on a serrated card loom. Self-efficacy when giving feedback on their own artwork during the display sessions. Digital literacy as learner observes examples of woven items 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: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences. Emphasis on sharing as a value		
Link to other learning activity areas: Environmental activities can teach on recycling things that had been thrown away i.e. the materials		Suggested community service learning activity to support learning through application: The learners be involved in projects of decorating places of worship, hospitals with woven items etc. in the community using woven items		
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks		Suggested assessment Oral questions, portfolio, observations		
Suggested Resources: Raffia, polythene paper, banana fibre, any fibrous material ICT devices and any other relevant resources.				

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys experimenting with the serrated loom to weave complex and well finished designs of a two coloured table mat	Enjoys weaving a two coloured table mat using a serrated loom	Can weave but is not wholly interested in the activity	Is distracted and shows no interest in weaving a two colour mat using a serrated card loom.

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
enjoys experimenting with the a dowel loom to weave a two colour table mat.	enjoys weaving a two coloured table mat using a dowel loom.	Shows little interest in weaving and has limited ability to weave a two coloured table mat using a dowel loom.	Is distracted and shows no interest in weaving a two colour mat using a dowel loom.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
11.0 PAPER CRAFT	11.1 Curling (2lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> Observe items made using curling technique from teacher's collection and or digital media. Identify tools and materials to be used Make a two colour paper decoration using curling technique for self-expression Enjoy making a two colour paper decoration using curling technique 	<ul style="list-style-type: none"> ▪ Guide learners to observe items made using curling technique from teacher's collection a and or digital media ▪ Guide learners to identify the tools and materials to be used eg paper, scissors , rulers etc ▪ Individually the learner to make a two colour paper decoration using curling technique ▪ Learners to display and talk about their own and others work 	<ol style="list-style-type: none"> How do we create paper forms using curling technique? Which safety precautions should be considered as learners use the cutting tools?
<p>Core-competence to be developed: Learners to acquire:</p> <ul style="list-style-type: none"> ▪ Imagination and creativity as they make a two colour paper decoration using curling technique ▪ Self-efficacy as they display and discuss their work ▪ Problem solving as learner makes decorations from paper ▪ Digital literacy as learner observes examples of paper decorations from digital media 				

Links to PCI's: Life Skills: Learner develop self-esteem and awareness as they display and talk about their work ESD: Learner to develop their environmental awareness through recycling, safe disposal and responsible waste management Health: Teacher to caution learners on safety precautions when using cutting tools		Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences
Link to other learning activity areas: Environmental activities to teach learners about recycling of waste paper as a reach source of art material	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 that will be used for other activities paper craft and other activities	
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks	Suggested assessment Oral questions, portfolio, observations	
Suggested Resources Assorted paper ,cutting, adhesives ,rulers , assorted paper ,cutting, adhesives ,rulers ICT devices and any other relevant resources.		

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys making complex and well finished two colour paper decorations using curling technique	Enjoys making a two colour paper decoration using curling technique for self-expression	Not wholly interested and with limited ability to make a two colour paper decoration using curling technique	Is distracted and shows no interest in making a two colour paper decoration using curling technique

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
11.0 PAPER CRAFT	11.2 Cutting technique (2 lessons)	By the end of the sub strand, the learner should be able to; a) Observe items made using cutting technique from teacher's collection and or from digital media b) Identify the tools and materials to be used	<ul style="list-style-type: none"> Guide learners to observe items made using cutting technique from teacher's collection and or from digital media Guide learners to identify the tools and materials to be used eg paper, scissors , rulers etc 	<ol style="list-style-type: none"> What materials are used to create paper forms? How do we create masks and paper forms using cutting technique?

		<p>c) Make a two colour paper decoration using cutting technique for self-expression</p> <p>d) Enjoy making a two colour paper decoration using cutting technique</p>	<ul style="list-style-type: none"> Individually the learner to make a two colour paper decoration using cutting technique Learners to display and talk about their own and others work 	
<p>Core-competence to be developed: Learners will develop:</p> <ul style="list-style-type: none"> Imagination and creativity as they make paper decorations using cutting technique Self-efficacy by their sense of accomplishment gained after making paper decorations. Digital literacy as learner observes examples of paper decorations from digital media Communication and collaboration as they work together 				
<p>Links to PCI's: Life skills: Learner develop self-esteem and awareness as they display and talk about their work ESD: Learner to develop their environmental awareness through recycling, safe disposal and responsible waste management</p>		<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences</p>		
<p>Link to other learning activity areas: Environmental activities to teach learners about recycling of waste paper as a reach source of art material</p>		<p>Suggested community Service Learning activity to support learning through application: Learners could embark on a community project to collect –reusable waste paper from their community which will be used for Art Activities e.g. collage, mosaic, montage, paper craft, weaving and other activities</p>		
<p>Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks</p>		<p>Suggested assessment Oral questions, portfolio, observations</p>		
<p>Suggested Resources: assorted paper ,cutting, adhesives ,rulers ICT devices and any other relevant resources.</p>				

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys making complex two colour paper decorations using cutting technique.	Enjoys making a two colour paper decoration using cutting technique.	Is not wholly interested and has limited ability to make a two colour paper decoration using cutting technique.	Is distracted and shows no interest in making a two colour paper decoration using cutting technique .

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
11.0 PAPER CRAFT	11.3 Pleating (2lessons)	By the end of the sub strand, the learner should be able to; a) Observe items made using pleating technique from teacher's collection and or from digital media b) Identify the tools and materials to be used. c) Make a two colour paper decoration using pleating technique for self-expression d) Enjoy making a two colour paper decoration using pleating technique	<ul style="list-style-type: none"> ▪ Guide learners to observe items made using cutting technique from teacher's collection and or from digital media ▪ Guide learners to identify the tools and materials to be used eg paper, scissors , rulers etc ▪ Individually the learner to make a two colour paper decoration using pleating technique ▪ Learners to display and talk about their own and others work 	<ol style="list-style-type: none"> 1. What materials are used to make pleated forms? 2. Which techniques of pleating technique are used to create paper decorations 3. How do we create paper decorations using pleating technique
<p>Core-competence to be developed: The learners to acquire:</p> <ul style="list-style-type: none"> ▪ Imagination and creativity as they make paper decorations ▪ Self efficacy as they make paper decorations ▪ Digital literacy as learner observes examples of paper decorations from digital media ▪ Communication and collaboration as they work together 				
<p>Links to PCI's: Life skills: The Learner to develop self- awareness , self-esteem and assertiveness by allowing them express themselves during display sessions ESD: Learner to develop their environmental awareness through recycling, safe disposal and responsible management of waste paper</p>			<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences</p>	
<p>Link to other learning activity areas: Environmental activities whereby learners learn about recycling of waste re-usable paper</p>			<p>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 that will be used for . activities e.g. collage, mosaic, paper maché, montage, paper craft, weaving, and other activities</p>	
<p>Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks</p>			<p>Suggested assessment Oral questions, portfolio, observations</p>	
<p>Suggested Resources: Assorted paper ,cutting, adhesives ,rulers ICT devices and any other relevant resources.</p>				
<p>Assessment rubric</p>				

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys making well finished two colour paper decorations using pleating technique	Enjoys making a two colour paper decoration using pleating technique	Is not wholly interested and has limited ability in making a two colour paper decoration using pleating technique	Is distracted and shows no interest in making a two colour paper decoration using pleating technique