



ART AND CRAFT SCHEME OF WORK GRADE 4 TERM ONE

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| NAME | |
| TSC NO. | |
| SCHOOL | |

ART AND CRAFT SCHEME OF WORK GRADE 4 TERM ONE

| Week | Lesson | Strand | Sub strand | Specific learning outcomes | Key inquiry questions | Learning experiences | Learning resources | Assessment | Remarks |
|------|--------|-----------------------|------------------------------------|--|--|--|--|------------|---------|
| 1 | 1 | PICTURE MAKING | Drawing Smudge technique | By the end of the sub-strand, the learner should be able to; Observe actual /virtual samples of value gradation strips to help them create their own | Why do some parts of an object look light or dark? | Observe and identify actual /virtual samples of value gradation strips to motivate them create their own. Identify samples of dry media | charcoal, colored chalk, pastels, burnt sticks, pencils, colored pencils), paper, sharpeners, eraser. Grade 4 learners bk. KLB visionary pg1 | | |
| | 2 | PICTURE MAKING | Drawing Smudge technique | By the end of the sub-strand, the learner should be able to; Create value gradation strips in dry media through smudge technique to show light and dark gradation | What ways can one use to create value gradation effect when smudging with dry media? | Experiment individually with a variety of dry media to create value gradation strips using smudge technique | charcoal, colored chalk, pastels, burnt sticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg2 | | |
| | 3 | PICTURE MAKING | Drawing Smudge technique | By the end of the sub-strand, the learner should be able to; Create value gradation strips in dry media through smudge technique to show light and dark gradation | What ways can one use to create value gradation effect when smudging with dry media? | Experiment individually with a variety of dry media to create value gradation strips using smudge technique | charcoal, colored chalk, pastels, burnt sticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary | | |

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| | | | | | | | pg. 3 and 4 | | |
| 2 | 1 | PICTURE MAKING | Drawing Smudge technique | By the end of the sub-strand, the learner should be able to; Talk about own and others' gradation strips | What ways can one use to create value gradation effect when smudging with dry media? | Display and talk about own and others' work | charcoal, colored chalk, pastels, burnt sticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg. 5 and 6 | | |
| | 2 | PICTURE MAKING | Still-life drawing (smudge technique) | By the end of the sub-strand, the learner should be able to; Observe a still life set up for motivation in creation of own composition | Why are some parts of an object in a still life composition not seen by all? | Observe and discuss a still life set up to motivate them draw their own. | charcoal, colored chalk, pastels, burnt sticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg. 7 | | |
| | 3 | PICTURE MAKING | Still-life drawing (smudge technique) | By the end of the sub-strand, the learner should be able to; Create a still life composition using smudge technique to show light and dark gradation. Talk about own and others' still life compositions | How can one create light and dark effect on object drawn using smudge technique? | Individually draw and create value gradation in a still life arrangement of two objects using smudge technique, (choosing from; tin, bottle, bowl or pot). Display and talk about own and others' drawings | charcoal, colored chalk, pastels, burnt sticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg. 8 | | |

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| 3 | 1 | PICTURE MAKING | Still-life drawing (smudge technique) | By the end of the sub-strand, the learner should be able to; Create a still life composition using smudge technique to show light and dark gradation. Talk about own and others' still life compositions | How can one create light and dark effect on object drawn using smudge technique? | Individually draw and create value gradation in a still life arrangement of two objects using smudge technique, (choosing from; tin, bottle, bowl or pot). Display and talk about own and others' drawings | charcoal, colored chalk, pastels, burnt sticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg. 9 and 10 | | |
| | 2 | PICTURE MAKING | Human forms (smudge technique) | By the end of the sub-strand, the learner should be able to; Observe each other's body features for motivation in drawing the human form | Why do some parts of an object appear darker or lighter? | Observe and identify each other's body features for motivation in drawing the human form | charcoal, colored chalk, pastels, burnt sticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg. 11 | | |
| | 3 | PICTURE MAKING | Human forms (smudge technique) | By the end of the sub-strand, the learner should be able to Draw human forms from memory and create value gradation using smudge technique for self-expression. Talk about own and others' drawings of human forms | Why do some parts of an object appear darker or lighter? | Individually draw human forms from memory and create value gradation through smudge technique. Display and talk about own and others' work. | charcoal, colored chalk, pastels, burnt sticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg. 12 | | |
| 4 | 1 | PICTURE MAKING | Human forms (smudge technique) | By the end of the sub-strand, the learner should be able to | Why do some parts of an object | Individually draw human forms from memory and create | charcoal, colored chalk, pastels, burnt | | |

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| | | | | Draw human forms from memory and create value gradation using smudge technique for self-expression. Talk about own and others' drawings of human forms | appear darker or lighter? | value gradation through smudge technique. Display and talk about own and others' work. | sticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg. 13 and 14 | | |
| | 2 | PICTURE MAKING | Pictorial composition in crayon etching | By the end of the sub-strand the learner should be able to; Observe actual or virtual pictorial compositions created using crayon etching technique | Why is oil-based ink/paint used to cover the waxy crayons? | Observe and discuss actual or virtual pictorial compositions created using crayon etching technique | charcoal, colored chalk, pastels, burnt sticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg. 15 | | |
| | 3 | PICTURE MAKING | Pictorial composition in crayon etching | By the end of the sub-strand, the learner should be able to Create a pictorial composition using crayon etching technique for self-expression Talk about own and others' crayon etching composition | What is the importance of using bright colors in crayon etching? | Identify and name materials and tools used in crayon etching compositions in groups | charcoal, colored chalk, pastels, burnt sticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg. 16,17,18,19,20 &21 | | |
| 5 | 1 | PICTURE MAKING | Painting Tonal variation strip | By the end of the sub-strand, the learner should be able to; Observe samples of black | What change in color can you see on the gradation | Observe and distinguish black and white tonal variation strips from the actual and or virtual | charcoal, colored chalk, pastels, burnt sticks, pencils, | | |

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| | | | | and white tonal variation/gradation strips, from the actual and or virtual learning environment | paper strip? | learning environment. Experiment in groups with black and white in creating tonal variation strips. | colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg. 22 | | |
| | 2 | PICTURE MAKING | Painting Tonal variation strip | By the end of the sub-strand, the learner should be able to; Create black and white tonal variation strips to show effect of light and dark. Talk about their own and others' tonal variation strips. | How best should one add black to another color when toning a color? | Individually create tonal variation strips. Display and talk about own and others' tonal variation strips | charcoal, colored chalk, pastels, burnt sticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg.23,24 ,25,26,27& 28 | | |
| | 3 | PICTURE MAKING | Painting Tonal value using white | By the end of the sub-strand, the learner should be able to; Observe actual/virtual pictures of cylindric forms with tonal values created in white and another color | What happens when you add white to another color? | Learners are guided to; Observe and identify actual /virtual pictures of cylindrical forms with ton values created in white and another color to motivate them create their own. | charcoal, colored chalk, pastels, burnt sticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg.29 | | |
| 6 | 1 | PICTURE MAKING | Painting Tonal value using white | By the end of the sub-strand, the learner should be able to; | Why do some parts of the cylinder look lighter | Experiment individually with white and another color to create tonal value on | charcoal, colored chalk, pastels, burnt sticks, pencils, | | |

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| | | | | Create tonal value on cylindrical forms using white and another color to show light and dark effect. Talk about the effect of adding white to another color | than other when painting? | cylindrical forms Display and talk about own and others' work | colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg.31-33 | | |
| | 2 | PICTURE MAKING | Tonal value using black | By the end of the sub-strand, the learner should be able to; Observe actual/virtual pictures of simple 2-D objects in the locality | What effect do you get when you add black to another color | Observe and identify actual /virtual pictures of cylindrical forms with ton values created in black and another color to motivate them create their own. | charcoal, colored chalk, pastels, burnt sticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg.34 | | |
| | 3 | PICTURE MAKING | Tonal value using black | By the end of the sub-strand, the learner should be able to; Create tonal value on cylindrical forms using black and another color to show light and dark effect | What effect do you get when you add black to another color? | Observe and identify actual /virtual pictures of cylindrical forms with ton values created in black and another color to motivate them create their own. | charcoal, colored chalk, pastels, burnt sticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg.35 | | |
| 7 | 1 | PICTURE MAKING | Tonal value using black | By the end of the sub-strand, the | Why shouldn't one add too | Display and talk about own and others' work. | charcoal, colored chalk, pastels, burnt | | |

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| | | | | learner should be able to; Discuss the effect of adding black to another color. | much black to another color when toning? | | sticks, pencils, colored pencils), paper, sharpeners, eraser KLB visionary pg.37,38 & 39 | | |
| | 2 | PICTURE MAKING | Cutting, and pasting techniques | By the end of the sub-strand, the learner should be able to; Observe virtual samples of montage in order to create their own | Which of the foods you like to eat can make a balanced diet? | Observe and give views on teacher's and/or virtual samples of montage | charcoal, colored chalk, pastels, burnt sticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg.40 | | |
| | 3 | PICTURE MAKING | Cutting, and pasting techniques | By the end of the sub-strand, the learner should be able to; Create montage composition based on theme of foods and nutrition. | Which of the foods you like to eat can make a balanced diet? | Cut and paste pictures on theme of food to create a montage composition of a balanced diet | charcoal, colored chalk, pastels, burnt sticks, pencils, colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg.41 | | |
| 8 | 1 | PICTURE MAKING | Cutting, and pasting techniques | By the end of the sub-strand, the learner should be able to; | What local adhesives can be used to stick cut- | Display and talk about own and others' work. | charcoal, colored chalk, pastels, burnt sticks, pencils, | | |

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| | | | | Appreciate own and others' montage pictures. | out pictures on the paper | | colored pencils), paper, sharpeners, eraser Grade 4 learners bk. KLB visionary pg.43& 44 | | |
| | 2 | INDIGENOUS KENYAN CRAFTS | Traditional Twine technique | By the end of the sub-strand, the learner should be able to; Interact with actual/virtual samples of twined items for motivation to weave their own | How can we to prepare fibres from these plants in readiness for weaving? | Interact with teacher's actual/ virtual samples and or community resource person's twined items for motivation to weave | Paint, paper, brushes, water containers Clay, water, firewood, match box, incising tools, grog Grade 4 learners bk. KLB visionary pg.46 | | |
| | 3 | INDIGENOUS KENYAN CRAFTS | Traditional Twine technique | By the end of the sub-strand, the learner should be able to; Weave functional circular items with plant fibres using traditional twine technique | How can we to prepare fibres from these plants in readiness for weaving? | Select and prepare plant fibres from the locality for twine weaving | Paint, paper, brushes, water containers Clay, water, firewood, match box, incising tools, grog Grade 4 learners bk. KLB visionary pg.47 &48 | | |
| 9 | 1 | INDIGENOUS KENYAN | Traditional Twine technique | By the end of the sub-strand, the learner should be able to; | How do we interlace the wefts around the warp in | Weave functional items with natural fibres using twinning technique | Paint, paper, brushes, water containers Clay, water, | | |

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| | | CRAFTS | | Appreciate own and others' woven items. | twining? | Display and talk about own and others' work. | firewood, match box, incising tools, grog Grade 4 learners bk. KLB visionary pg.49 & 50 | | |
| | 2 | INDIGENOUS KENYAN CRAFTS | Leatherwork Thonging technique | By the end of the sub-strand, the learner should be able to; Interact with actual /virtual samples and select leather items made by thonging | Which animals in our locality give us hides and skins? | Interact with teacher's actual /virtual samples and or community resource person's select leather items made by thonging for motivation to make their own | Paint, paper, brushes, water containers Clay, water, firewood, match box, incising tools, grog Grade 4 learners bk. KLB visionary pg.51 | | |
| | 3 | INDIGENOUS KENYAN CRAFTS | Leatherwork Thonging technique | By the end of the sub-strand, the learner should be able to; <ul style="list-style-type: none"> • Make a simple drum using thonging technique • Appreciate own and others' drums | Where can one get leather for re-use in our locality? | Select materials and tools used in thonging technique | Paint, paper, brushes, water containers Clay, water, firewood, match box, incising tools, grog Grade 4 learners bk. KLB visionary pg.54 | | |
| 10 | CONTINUOUS ASSESSMENT TEST | | | | | | | | |