



## ART AND CRAFT SCHEME OF WORK GRADE 1 TERM ONE

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

## ART AND CRAFT SCHEME OF WORK GRADE 1 TERM ONE

| WEEK | LESSON | STRAND THEME | SUB STRAND | SPECIAL LEARNING OUTCOMES   | KEY INQUIRY QUESTION(S)   | LEARNING EXPERIENCE   | LEARNING RESOURCES  | ASSESSMENT METHODS   | REFLECTION |
|------|--------|--------------|------------|---|---|---|---|--|------------|
| 2    | 1-2    | DRAWING      | Line       | By the end of the lesson learners should be able to: Identify and draw straight line ,curved line, wavy line and zigzag line in physical and or ICT.environment to use in drawing Display talk about and appreciate own and others work | <ul style="list-style-type: none"> <li>How do we identify a variety of lines in the environment</li> <li>How do we draw different types of lines</li> </ul> | <ul style="list-style-type: none"> <li>Learners are taken for environmental tour to identify lines</li> <li>Learners draw straight ,curved, wavy and zigzag lines</li> <li>Learners display talk about own and others work</li> </ul> | <ul style="list-style-type: none"> <li>Pencils</li> <li>Crayons</li> <li>Papers</li> <li>Ruler</li> <li>Pealia</li> <li>Charcoal</li> </ul> | <ul style="list-style-type: none"> <li>Observation</li> <li>Oral questions</li> </ul>  |            |
| 3    | 1-2    | DRAWING      | Line       | Identify and draw vertical horizontal and diagonal lines Display, talk about and appreciate own and others work   | <ul style="list-style-type: none"> <li>How do we draw different types of lines</li> </ul>   | <ul style="list-style-type: none"> <li>Identify and draw vertical, horizontal and diagonal lines</li> <li>Learners talk about and appreciate their own and others work</li> </ul>   | <ul style="list-style-type: none"> <li>Pencil</li> <li>Crayons</li> <li>Paper</li> <li>Ruler</li> <li>Charcoal</li> </ul>                   | <ul style="list-style-type: none"> <li>Observations</li> <li>Oral questions</li> </ul> |            |
| 4    | 1      | DRAWING      | Shapes     | By the end of the lesson the learner should be able to Identify and draw regular shapes in physical environment   | <ul style="list-style-type: none"> <li>How do we differentiate shapes using straight lines?</li> </ul>  | <ul style="list-style-type: none"> <li>In groups learners are taken for an environmental tour to identify a variety of shapes which are regular(draw shapes)</li> </ul>   | <ul style="list-style-type: none"> <li>Pencils</li> <li>Crayons</li> <li>Rulers</li> <li>Realia(sand pit)</li> </ul>                        | <ul style="list-style-type: none"> <li>Observation</li> <li>Oral questions</li> </ul>  |            |
|      | 2      |              |            | Identify and draw irregular shapes in their physical environment  | <ul style="list-style-type: none"> <li>How do we create different shapes using curved lines?</li> </ul>   | <ul style="list-style-type: none"> <li>In groups learners taken for an environmental tour to identify variety of shapes which are irregular(draw shapes)</li> </ul>   | <ul style="list-style-type: none"> <li>Realia</li> <li>Stones</li> <li>Leaves</li> <li>Pencils</li> <li>Crayons</li> </ul>                  | <ul style="list-style-type: none"> <li>Observation</li> <li>Oral questions</li> </ul>  |            |
| 5    | 1      | DRAWING      | Shapes     | Learners to draw regular and irregular shapes using ICT   | <ul style="list-style-type: none"> <li>How do we create different shapes using straight and curved lines</li> </ul>   | <ul style="list-style-type: none"> <li>Learners draw simple regular and irregular shapes using ICT</li> </ul>   | <ul style="list-style-type: none"> <li>Laptop</li> <li>Realia</li> </ul>  | <ul style="list-style-type: none"> <li>Observation</li> <li>Oral questions</li> </ul>  |            |
|      | 2      |              |            | Learners to draw different  | <ul style="list-style-type: none"> <li></li> </ul>  | <ul style="list-style-type: none"> <li>In groups learners</li> </ul>  | <ul style="list-style-type: none"> <li>Pencils</li> </ul>   | <ul style="list-style-type: none"> <li>Observation</li> </ul>                          |            |

|   |   |                |                |   |  |  |  |   |  |
|---|---|----------------|----------------|---|--|--|--|---|--|
|   |   |                |                | shape and display, talk about and appreciate own and other work   |  | display, talk about and appreciate their own and others work                                       | Crayons<br>Ruler<br>Realia<br>Charcoal                           | • Oral questions                            |  |
| 6 | 1 | DRAWING        | Texture        | By the end of the lesson learners should be able to:<br>Identify a variety of textures in physical environment (smooth and rough) | How do we identify texture<br>• How do we differentiate textures                 | Learners are taken for an environmental tour to experience and differentiate texture through touch | Realia (stones fruits)<br>• Sand soil, trees, leaves, etc.       | Oral questions<br>Observation<br>Discussion |  |
|   | 2 |                |                | Identify, draw and color variety of objects, items in the physical environment (smooth and rough)                                 | •  | • Learners to identify, draw and colour be variety of objects/ items in the physical environment   | Pencils<br>Crayons<br>Physical environment                       | • Oral questions<br>• Observation           |  |
| 7 | 1 | DRAWING        | Texture        | Identify a variety of texture in ICT`   | • How do we identify texture?  | • Individually, learners create simple smooth hand rough textures using current technologies       | ICT<br>Realia  | • Oral questions<br>• Observation           |  |
| 8 | 1 | PATTERN MAKING | Dot pattern    | Observe objects with dot pattern in the physical or ICT environment to help in making of patterns in pattern making               | • How do we identify dot pattern in our environment                              | • Learners are taken for an environmental and or digital tour to observe different dot pattern     | • ICT devices<br>• Other relevant resources from the environment | Observation<br>Oral questions`              |  |
|   | 2 |                |                | Making patterns in colour using dots  | What colour do you like in making dot patterns<br>• How do you make dot patterns | Individually learners make patterns in colour using dots   | Papers<br>Pencils<br>Colours etc.                                | Observation<br>Oral questions               |  |
| 9 | 1 | PATTERN MAKING | Number pattern | Observe numeral pattern in the physical and / or ICT environment, as a motivation   | How do we identify numeral patterns in our                                       | In a group, learners be taken for an environmental tour to   | ICT devices<br>• Containers                                      | Discussions<br>Observation<br>Oral          |  |

|  |   |  |  |                                |  |   |  |   |  |
|--|---|--|--|--------------------------------|--|---|--|---|--|
|  |   |  |  | like in patterns in colour     | environment?   | observe numeral patterns  |  | questions   |  |
|  | 2 |  |  | Make numeral patterns in color | <ul style="list-style-type: none"> <li>• How do you make numeral patterns</li> </ul> | <ul style="list-style-type: none"> <li>• Individually learners make numeral patterns in colour</li> </ul> | <ul style="list-style-type: none"> <li>• Papers</li> <li>• Pencils</li> <li>• Colours</li> </ul> | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Oral questions</li> </ul> |  |

## END OF TERM ASSESSMENT AND CLOSING