LONGHORN PP1 ART AND CRAFT SCHEMES OF WORK TERM 2

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| W  K | LS  N | STRANDS | S-  STRAND | SPECIFIC LEARNING  OUTCOMES | KEY INQURY QUESTIONS | LEARNING  EXPERIENCES | LEARNING RESOURCES | ASSESSM  ENT | REFL |
| 1 | 1 |  | Printing: Pattern making-maize cob printing | By the end of the sub-strand the leaner should be able to: a) make patterns using objects for creativity b) appreciate own and others painted work | 1. Which colour do you like for making patterns 2. Which materials do you use for making patterns? 3. Which printing do you like? | • Guide learners to select printing materials • Guide learners to use one colour • Guide learners to apply paint on objects using brushes/Sponge • Learners create patterns using different objects • Display own painted work • Guide learner to share comments | Longhorn Psychomotor and creative activities Teachers Guide PP1 pg. 36-41  materials from local environment e.g. Leaves, flowers, soil, charcoal, papers, pencil, crayon | observation, question and answer, |  |
|  | 2 |  | Printing: Pattern making- rubber band printing | By the end of the sub-strand the leaner should be able to: a) make patterns using objects for creativity b) appreciate own and others painted work | 1. Which colour do you like for making patterns 2. Which materials do you use for making patterns? 3. Which printing do you like? | • Guide learners to select printing materials • Guide learners to use one colour • Guide learners to apply paint on objects using brushes/Sponge • Learners create patterns using different objects • Display own painted work • Guide learner to share comments | Longhorn Psychomotor and creative activities Teachers Guide PP1 pg. 36-41  materials from local environment e.g. Leaves, flowers, soil, charcoal, papers, pencil, crayon | observation, question and answer, |  |
| 2 | 1 |  | Mosaic-identifying mosaic materials | By the end of the sub-strand the leaner should be able to: a) identify locally available materials for making mosaic pictorials for fun. b) create a simple pictorial using paper cuts for enjoyment. c) appreciate the sue of locally available materials in creating pictorials | 1. What should we use to make mosaic items? 2. Which material do you like most? | • Guide learners to collect materials for making mosaic items • Guide group leaders to distribute materials to Learners to create simple mosaic items • Observe safety when using materials • Guided in appreciating own and others work as learners express their emotions. | materials from local environment e.g. , soil, brush, sponge, papers, pencil, glue  Longhorn Psychomotor and creative activities Teachers Guide PP1 pg. 42-46 | observation, question and answer, |  |
|  | 2 |  | Mosaic- identifying mosaic materials | By the end of the sub-strand the leaner should be able to: a) identify locally available materials for making mosaic pictorials for fun. b) create a simple pictorial using paper cuts for enjoyment. c) appreciate the sue of locally available materials in creating pictorials | 1. What should we use to make mosaic items? 2. Which material do you like most? | • Guide learners to collect materials for making mosaic items • Guide group leaders to distribute materials to Learners to create simple mosaic items • Observe safety when using materials • Guided in appreciating own and others work as learners express their emotions. | materials from local environment e.g. , soil, brush, sponge, papers, pencil, glue  Longhorn Psychomotor and creative activities Teachers Guide PP1 pg. 42-46 | observation, question and answer, |  |
| 3 | 1 |  | Mosaic- creating simple mosaic pictorials | By the end of the sub-strand the leaner should be able to: a) identify locally available materials for making mosaic pictorials for fun. b) create a simple pictorial using paper cuts for enjoyment. c) appreciate the sue of locally available materials in creating pictorials | 1. What should we use to make mosaic items? 2. Which material do you like most? | • Guide learners to collect materials for making mosaic items • Guide group leaders to distribute materials to Learners to create simple mosaic items • Observe safety when using materials • Guided in appreciating own and others work as learners express their emotions. | materials from local environment e.g. , soil, brush, sponge, papers, pencil, glue  Longhorn Psychomotor and creative activities Teachers Guide PP1 pg. 42-46 | observation, question and answer, |  |
|  | 2 |  | Mosaic- simple mosaic pictorials | By the end of the sub-strand the leaner should be able to: a) identify locally available materials for making mosaic pictorials for fun. b) create a simple pictorial using paper cuts for enjoyment. c) appreciate the sue of locally available materials in creating pictorials | 1. What should we use to make mosaic items? 2. Which material do you like most? | • Guide learners to collect materials for making mosaic items • Guide group leaders to distribute materials to Learners to create simple mosaic items • Observe safety when using materials • Guided in appreciating own and others work as learners express their emotions. | materials from local environment e.g. , soil, brush, sponge, papers, pencil, glue  Longhorn Psychomotor and creative activities Teachers Guide PP1 pg. 42-46 | observation, question and answer, |  |
| 4 | 1 |  | Collage-Identifying collage making materials | By the end of the sub-strand the leaner should be able to: a) Identify materials used in creating collage pictures for fun b) Create a simple collage picture using a variety locally materials for enjoyment c) Appreciate their own and others work | 1. Where do we get materials for making collage? 2. What materials do you use to make collage? 3. Which items do you like making? | • Guide learners to collect materials from their immediate environment • Guide learners into groups for material sharing • Guide learners to stick different materials on the paper using glue, wheat flour or sap • Insure learners observe safety when using collage materials • Guide learners to appreciate their own and others work • learners store finished items in the cupboard • learners clean up the working area | materials from local environment e.g. , soil, brush, sponge, papers, pencil, glue  Longhorn Psychomotor and creative activities Teachers Guide PP1 pg. 47-52 | observation, question and answer, |  |
|  | 2 |  | Collage- Identifying collage making materials | By the end of the sub-strand the leaner should be able to: a) Identify materials used in creating collage pictures for fun b) Create a simple collage picture using a variety locally materials for enjoyment c) Appreciate their own and others work | 1. Where do we get materials for making collage? 2. What materials do you use to make collage? 3. Which items do you like making? | • Guide learners to collect materials from their immediate environment • Guide learners into groups for material sharing • Guide learners to stick different materials on the paper using glue, wheat flour or sap • Insure learners observe safety when using collage materials • Guide learners to appreciate their own and others work • learners store finished items in the cupboard • learners clean up the working area | materials from local environment e.g. , soil, brush, sponge, papers, pencil, glue  Longhorn Psychomotor and creative activities Teachers Guide PP1 pg. 47-52 | observation, question and answer, |  |
| 5 | 1 |  | Collage-Nature collage | By the end of the sub-strand the leaner should be able to: a) Identify materials used in creating collage pictures for fun b) Create a simple collage picture using a variety locally materials for enjoyment c) Appreciate their own and others work | 1. Where do we get materials for making collage? 2. What materials do you use to make collage? 3. Which items do you like making? | • Guide learners to collect materials from their immediate environment • Guide learners into groups for material sharing • Guide learners to stick different materials on the paper using glue, wheat flour or sap • Insure learners observe safety when using collage materials • Guide learners to appreciate their own and others work • learners store finished items in the cupboard • learners clean up the working area | materials from local environment e.g. , soil, brush, sponge, papers, pencil, glue  Longhorn Psychomotor and creative activities Teachers Guide PP1 pg. 47-52 | Observation, question and answer, self-assessment |  |
|  | 2 |  | Collage-shape collage | By the end of the sub-strand the leaner should be able to: a) Identify materials used in creating collage pictures for fun b) Create a simple collage picture using a variety locally materials for enjoyment c) Appreciate their own and others work | 1. Where do we get materials for making collage? 2. What materials do you use to make collage? 3. Which items do you like making? | • Guide learners to collect materials from their immediate environment • Guide learners into groups for material sharing • Guide learners to stick different materials on the paper using glue, wheat flour or sap • Insure learners observe safety when using collage materials • Guide learners to appreciate their own and others work • learners store finished items in the cupboard • learners clean up the working area | materials from local environment e.g. , soil, brush, sponge, papers, pencil, glue  Longhorn Psychomotor and creative activities Teachers Guide PP1 pg. 47-52 | Observation, question and answer, self-assessment |  |
| 6 | 1 |  | Collage- texture collage | By the end of the sub-strand the leaner should be able to: a) Identify materials used in creating collage pictures for fun b) Create a simple collage picture using a variety locally materials for enjoyment c) Appreciate their own and others work | 1. Where do we get materials for making collage? 2. What materials do you use to make collage? 3. Which items do you like making? | • Guide learners to collect materials from their immediate environment • Guide learners into groups for material sharing • Guide learners to stick different materials on the paper using glue, wheat flour or sap • Insure learners observe safety when using collage materials • Guide learners to appreciate their own and others work • learners store finished items in the cupboard • learners clean up the working area | materials from local environment e.g. , soil, brush, sponge, papers, pencil, glue  Longhorn Psychomotor and creative activities Teachers Guide PP1 pg. 47-52 | Observation, question and answer, self-assessment |  |
|  | 2 | MODELLING | Modelling using ball technique – identifying materials for modelling | By the end of the sub-strand the leaner should be able to: a) Identify materials for modeling objects for familiarization b) Model simple objects using ball technique for fine motor development c) Model freely for fun d) Display finished objects for appreciating own and others work | 1. What materials do you use for modeling? 2. What do you like modeling? | • Guide learners identify materials for modeling • Guide learners into working groups • Guide learners to use clay, plasticine, dough, paper matchie, for modeling • Learners display, appreciate own and others work | materials from local environment e.g. clay, Plasticine ,sponge, paper machier, pencil, glue,  Longhorn Psychomotor and creative activities Teachers Guide PP1 pg. 53-58 | Observation, question and answer, self-assessment |  |
| 7 | 1 |  | Modelling using ball technique – modelling using ball technique | By the end of the sub-strand the leaner should be able to: a) Identify materials for modeling objects for familiarization b) Model simple objects using ball technique for fine motor development c) Model freely for fun d) Display finished objects for appreciating own and others work | 1. What materials do you use for modeling? 2. What do you like modeling? | • Guide learners identify materials for modeling • Guide learners into working groups • Guide learners to use clay, plasticine, dough, paper matchie, for modeling • Learners display, appreciate own and others work | materials from local environment e.g. clay, Plasticine ,sponge, paper machier, pencil, glue,  Longhorn Psychomotor and creative activities Teachers Guide PP1 pg. 53-58 | Observation, question and answer, self-assessment |  |
|  | 2 |  | Modelling using slab technique | By the end of the sub-strand the leaner should be able to: a) Model simple objects using slab technique for fine motor development b) Model freely for fun c) Display finished objects for appreciation of own and others work. | 1. What materials do you use for modeling 2. What shape do you like modeling 3. How do you model? | • Guide learners identify materials for modeling • Guide learners into working groups • Guide learners to use clay, plasticine/ paper machier, for modeling • Learners display, appreciate own and others work | materials from local environment e.g. clay, Plasticine ,sponge, paper machier, pencil, glue,  Longhorn Psychomotor and creative activities Teachers Guide PP1 pg. 59-63 | Observation, question and answer, self-assessment |  |
| 8 |  |  |  | HALF TERM |  |  |  |  |  |
| 9 | 1 |  | Modelling using slab technique | By the end of the sub-strand the leaner should be able to: a) Model simple objects using slab technique for fine motor development b) Model freely for fun c) Display finished objects for appreciation of own and others work. | 1. What materials do you use for modeling 2. What shape do you like modeling 3. How do you model? | • Guide learners identify materials for modeling • Guide learners into working groups • Guide learners to use clay, plasticine/ paper machier, for modeling • Learners display, appreciate own and others work | materials from local environment e.g. clay, Plasticine ,sponge, paper machier, pencil, glue,  Longhorn Psychomotor and creative activities Teachers Guide PP1 pg. 59-63 | Observation, question and answer, self-assessment |  |
|  | 2 |  | Modelling using slab technique | By the end of the sub-strand the leaner should be able to: a) Model simple objects using slab technique for fine motor development b) Model freely for fun c) Display finished objects for appreciation of own and others work. | 1. What materials do you use for modeling 2. What shape do you like modeling 3. How do you model? | • Guide learners identify materials for modeling • Guide learners into working groups • Guide learners to use clay, plasticine/ paper machier, for modeling • Learners display, appreciate own and others work | materials from local environment e.g. clay, Plasticine ,sponge, paper machier, pencil, glue,  Longhorn Psychomotor and creative activities Teachers Guide PP1 pg. 59-63 | Observation, question and answer, self-assessment |  |
| 10 | 1 | Paper Craft | Weaving | By the end of the sub-strand the leaner should be able to: a) Identify materials for weaving for familiarization b) Weave using papers for fun. c) Appreciate own and others work | 1. Which item do you enjoy weaving 2. Which materials do you use for weaving? 3. What do you use the woven materials for? | • Guide learners to learners identify weaving materials. • Guide group leaders to distribute cut paper to learners • Guide learners on interlacing of paper strips • Learners work in pairs, small groups as they practice weaving. • Learners observe safety as they work in groups. • Learners display their work and gallery walk. | Paper strips of different colours  Longhorn Psychomotor and creative activities Teachers Guide PP1 pg. 64-69 | Observation, question and answer, self-assessment |  |
|  | 2 |  | Weaving | By the end of the sub-strand the leaner should be able to: a) Identify materials for weaving for familiarization b) Weave using papers for fun. c) Appreciate own and others work | 1. Which item do you enjoy weaving 2. Which materials do you use for weaving? 3. What do you use the woven materials for? | • Guide learners to learners identify weaving materials. • Guide group leaders to distribute cut paper to learners • Guide learners on interlacing of paper strips • Learners work in pairs, small groups as they practice weaving. • Learners observe safety as they work in groups. • Learners display their work and gallery walk. | Paper strips of different colours  Longhorn Psychomotor and creative activities Teachers Guide PP1 pg. 64-69 | Observation, question and answer, self-assessment |  |
| 11 | 1 |  | Weaving | By the end of the sub-strand the leaner should be able to: a) Identify materials for weaving for familiarization b) Weave using papers for fun. c) Appreciate own and others work | 1. Which item do you enjoy weaving 2. Which materials do you use for weaving? 3. What do you use the woven materials for? | • Guide learners to learners identify weaving materials. • Guide group leaders to distribute cut paper to learners • Guide learners on interlacing of paper strips • Learners work in pairs, small groups as they practice weaving. • Learners observe safety as they work in groups. • Learners display their work and gallery walk. | Paper strips of different colours  Longhorn Psychomotor and creative activities Teachers Guide PP1 pg. 64-69 | Observation, question and answer, self-assessment |  |
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| 12 | 1 |  | Weaving | By the end of the sub-strand the leaner should be able to: a) Identify materials for weaving for familiarization b) Weave using papers for fun. c) Appreciate own and others work | 1. Which item do you enjoy weaving 2. Which materials do you use for weaving? 3. What do you use the woven materials for? | • Guide learners to learners identify weaving materials. • Guide group leaders to distribute cut paper to learners • Guide learners on interlacing of paper strips • Learners work in pairs, small groups as they practice weaving. • Learners observe safety as they work in groups. • Learners display their work and gallery walk. | Paper strips of different colours  Longhorn Psychomotor and creative activities Teachers Guide PP1 pg. 64-69 | Observation, question and answer, self-assessment |  |
|  | 2 |  | Weaving | By the end of the sub-strand the leaner should be able to: a) Identify materials for weaving for familiarization b) Weave using papers for fun. c) Appreciate own and others work | 1. Which item do you enjoy weaving 2. Which materials do you use for weaving? 3. What do you use the woven materials for? | • Guide learners to learners identify weaving materials. • Guide group leaders to distribute cut paper to learners • Guide learners on interlacing of paper strips • Learners work in pairs, small groups as they practice weaving. • Learners observe safety as they work in groups. • Learners display their work and gallery walk. | Paper strips of different colours  Longhorn Psychomotor and creative activities Teachers Guide PP1 pg. 64-69 | Observation, question and answer, self-assessment |  |
| 13-14 |  |  |  | ASSESSMENT |  |  |  |  |  |