LONGHORN PP1 ART AND CRAFT SCHEMES OF WORK TERM 2

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| WK  | LSN  | STRANDS  | S-STRAND  | SPECIFIC LEARNING OUTCOMES  | KEY INQURY QUESTIONS  | LEARNING EXPERIENCES  | LEARNING RESOURCES  | ASSESSMENT  | REFL  |
| 1 | 1 |  | Printing: Pattern making-maize cob printing | By the end of the sub-strand theleaner should be able to:a) make patterns using objectsfor creativityb) appreciate own and otherspainted work | 1. Which colour do you likefor making patterns2. Which materials do youuse for making patterns?3. Which printing do youlike? | • 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. 36-41materials 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 theleaner should be able to:a) make patterns using objectsfor creativityb) appreciate own and otherspainted work | 1. Which colour do you likefor making patterns2. Which materials do youuse for making patterns?3. Which printing do youlike? | • 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. 36-41materials 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 availablematerials for making mosaicpictorials 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 makemosaic 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 simplemosaic 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, glueLonghorn 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 availablematerials for making mosaicpictorials 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 makemosaic 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 simplemosaic 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, glueLonghorn 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 availablematerials for making mosaicpictorials 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 makemosaic 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 simplemosaic 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, glueLonghorn 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 availablematerials for making mosaicpictorials 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 makemosaic 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 simplemosaic 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, glueLonghorn 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 increating collage pictures for funb) Create a simple collage picture using a variety locally materials for enjoymentc) 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, glueLonghorn 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 increating collage pictures for funb) Create a simple collage picture using a variety locally materials for enjoymentc) 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, glueLonghorn 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 increating collage pictures for funb) Create a simple collage picture using a variety locally materials for enjoymentc) 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, glueLonghorn 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 increating collage pictures for funb) Create a simple collage picture using a variety locally materials for enjoymentc) 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, glueLonghorn 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 increating collage pictures for funb) Create a simple collage picture using a variety locally materials for enjoymentc) 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, glueLonghorn 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 familiarizationb) Model simple objects using ball technique for fine motor developmentc) Model freely for fund) Display finished objects for appreciating own and others work | 1. What materials do youuse for modeling?2. What do you likemodeling? | • Guide learners identify materials for modeling• Guide learners into workinggroups• Guide learners to use clay,plasticine, dough, papermatchie, for modeling• Learners display, appreciateown 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 familiarizationb) Model simple objects using ball technique for fine motor developmentc) Model freely for fund) Display finished objects for appreciating own and others work | 1. What materials do youuse for modeling?2. What do you likemodeling? | • Guide learners identify materials for modeling• Guide learners into workinggroups• Guide learners to use clay,plasticine, dough, papermatchie, for modeling• Learners display, appreciateown 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 developmentb) Model freely for func) Display finished objects for appreciation of own and others work. | 1. What materials do youuse for modeling2. What shape do you likemodeling3. How do you model? | • Guide learners identify materials for modeling• Guide learners into workinggroups• Guide learners to use clay,plasticine/ paper machier, formodeling• 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 developmentb) Model freely for func) Display finished objects for appreciation of own and others work. | 1. What materials do youuse for modeling2. What shape do you likemodeling3. How do you model? | • Guide learners identify materials for modeling• Guide learners into workinggroups• Guide learners to use clay,plasticine/ paper machier, formodeling• 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 developmentb) Model freely for func) Display finished objects for appreciation of own and others work. | 1. What materials do youuse for modeling2. What shape do you likemodeling3. How do you model? | • Guide learners identify materials for modeling• Guide learners into workinggroups• Guide learners to use clay,plasticine/ paper machier, formodeling• 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 familiarizationb) Weave using papers for fun.c) Appreciate own and others work | 1. Which item do you enjoy weaving2. Which materials do you use for weaving?3. What do you use the woven materials for? | • Guide learners to learnersidentify weaving materials.• Guide group leaders todistribute cut paper to learners• Guide learners on interlacingof paper strips• Learners work in pairs, smallgroups as they practiceweaving.• Learners observe safety asthey work in groups.• Learners display their workand gallery walk. | Paper strips of different coloursLonghorn 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 familiarizationb) Weave using papers for fun.c) Appreciate own and others work | 1. Which item do you enjoy weaving2. Which materials do you use for weaving?3. What do you use the woven materials for? | • Guide learners to learnersidentify weaving materials.• Guide group leaders todistribute cut paper to learners• Guide learners on interlacingof paper strips• Learners work in pairs, smallgroups as they practiceweaving.• Learners observe safety asthey work in groups.• Learners display their workand gallery walk. | Paper strips of different coloursLonghorn 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 familiarizationb) Weave using papers for fun.c) Appreciate own and others work | 1. Which item do you enjoy weaving2. Which materials do you use for weaving?3. What do you use the woven materials for? | • Guide learners to learnersidentify weaving materials.• Guide group leaders todistribute cut paper to learners• Guide learners on interlacingof paper strips• Learners work in pairs, smallgroups as they practiceweaving.• Learners observe safety asthey work in groups.• Learners display their workand gallery walk. | Paper strips of different coloursLonghorn 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 familiarizationb) Weave using papers for fun.c) Appreciate own and others work | 1. Which item do you enjoy weaving2. Which materials do you use for weaving?3. What do you use the woven materials for? | • Guide learners to learnersidentify weaving materials.• Guide group leaders todistribute cut paper to learners• Guide learners on interlacingof paper strips• Learners work in pairs, smallgroups as they practiceweaving.• Learners observe safety asthey work in groups.• Learners display their workand gallery walk. | Paper strips of different coloursLonghorn Psychomotor and creative activities Teachers Guide PP1 pg. 64-69 | Observation, question and answer, self-assessment |  |
| 12 | 1 |  | Weaving | By the end of the sub-strand the leaner should be able to:a) Identify materials for weaving for familiarizationb) Weave using papers for fun.c) Appreciate own and others work | 1. Which item do you enjoy weaving2. Which materials do you use for weaving?3. What do you use the woven materials for? | • Guide learners to learnersidentify weaving materials.• Guide group leaders todistribute cut paper to learners• Guide learners on interlacingof paper strips• Learners work in pairs, smallgroups as they practiceweaving.• Learners observe safety asthey work in groups.• Learners display their workand gallery walk. | Paper strips of different coloursLonghorn 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 familiarizationb) Weave using papers for fun.c) Appreciate own and others work | 1. Which item do you enjoy weaving2. Which materials do you use for weaving?3. What do you use the woven materials for? | • Guide learners to learnersidentify weaving materials.• Guide group leaders todistribute cut paper to learners• Guide learners on interlacingof paper strips• Learners work in pairs, smallgroups as they practiceweaving.• Learners observe safety asthey work in groups.• Learners display their workand gallery walk. | Paper strips of different coloursLonghorn Psychomotor and creative activities Teachers Guide PP1 pg. 64-69 | Observation, question and answer, self-assessment |  |
| 13-14 |  |  |  | ASSESSMENT  |  |  |  |  |  |