

**Grade Four**  
**Art And Craft Schemes Of Work**

Term Two Year \_\_\_\_\_ School \_\_\_\_\_

Week	Lsn	Strand/Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Refl
1		<b>Opening Of The Term/ Preparation</b>							
2	1	<b>Indigenous Kenyan Craft</b>	<b>Pottery : Modelling pinch technique</b>	By the end of the sub strand, the learner should be able to; a) Interact with actual and / or virtual samples of indigenous pottery items for motivation b) Model pinch pots using traditional pottery techniques c) Discuss about own and others' work	1. What materials can be used for modelling from the immediate environment? 2. How can you make you pot of even thickness as you pinch?	Learners are guided to; • Observe and identify actual and / or virtual samples of indigenous pots from the teacher and or community resource person for motivation model make their own. • Model pots of different shapes individually using indigenous pinch techniques • Display and talk about own and others' work	Card making, creating paintings, puppetry and animation, photo stories.	Question and answer Portfolio Discussion, Observation Demonstration	
	2		<b>Pottery : Modelling pinch technique</b>		1. What materials can be used for modelling from the immediate environment? 2. How can you make you pot of even thickness as you pinch?	Learners are guided to; • Observe and identify actual and / or virtual samples of indigenous pots from the teacher and or community resource person for motivation model make their own. • Model pots of different shapes individually using indigenous pinch techniques • Display and talk about own and others' work	Card making, creating paintings, puppetry and animation, photo stories.	Question and answer Portfolio Discussion, Observation Demonstration	

	3		<p><b>Pottery :</b> Modelling pinch technique</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) Interact with actual and / or virtual samples of indigenous pottery items for motivation</p> <p>b) Model pinch pots using traditional pottery techniques</p> <p>c) Discuss about own and others' work</p>	<p>1. What materials can be used for modelling from the immediate environment?</p> <p>2. How can you make your pot of even thickness as you pinch?</p>	<p>Learners are guided to;</p> <ul style="list-style-type: none"> <li>Observe and identify actual and / or virtual samples of indigenous pots from the teacher and or community resource person for motivation model make their own.</li> <li>Model pots of different shapes individually using indigenous pinch techniques</li> <li>Display and talk about own and others' work</li> </ul>	<p>Card making, creating paintings, puppetry and animation, photo stories.</p>	<p>Question and answer Portfolio Discussion, Observation Demonstration</p>	
2	1	Design, Mixed Media And Technology	<p><b>Graphic design:</b> Free hand lower and upper case lettering</p>	<p>By the end of the sub-strand, the learner should be able to;</p> <p>a) Observe displayed short messages in lower and upper case letters.</p> <p>b) Design short messages with lower and upper case using freehand letters for communication.</p> <p>c) Appreciate the activity of creating short messages for communication.</p>	<p>1. How can you form a four word message or importance of washing hands?</p> <p>2. Why is it important to shape the letters clearly in a written message?</p>	<p>Learners are guided to;</p> <ul style="list-style-type: none"> <li>Observe and identify slides/flash cards of short messages in lower and upper case letters to motivate them make their own</li> <li>Individually design short messages using freehand lower and upper case letters based on DRR or Health themes for communication</li> <li>Display and talk about own and others' short messages.</li> </ul>	<p>Card making, creating paintings, puppetry and animation, photo stories.</p>	<p>Question and answer Portfolio Discussion, Observation Demonstration</p>	
	2		<p><b>Graphic design:</b> Free hand lower and upper case lettering</p>	<p>By the end of the sub-strand, the learner should be able to;</p> <p>a) Observe displayed short messages in lower and upper case letters.</p> <p>b) Design short messages with lower and upper case using freehand letters for communication.</p> <p>c) Appreciate the activity of creating short messages for communication.</p>	<p>1. How can you form a four word message or importance of washing hands?</p> <p>2. Why is it important to shape the letters clearly in a written message?</p>	<p>Learners are guided to;</p> <ul style="list-style-type: none"> <li>Observe and identify slides/flash cards of short messages in lower and upper case letters to motivate them make their own</li> <li>Individually design short messages using freehand lower and upper case letters based on DRR or Health themes for communication</li> <li>Display and talk about own and others' short messages.</li> </ul>	<p>Card making, creating paintings, puppetry and animation, photo stories.</p>	<p>Question and answer Portfolio Discussion, Observation Demonstration</p>	

	<b>3</b>		<b>Freehand block lettering</b>	<p>By the end of the sub-strand, the learner should be able to;</p> <ol style="list-style-type: none"> <li>Observe displayed block letters in order to make their own.</li> <li>Construct simple freehand block letters to communicate short messages.</li> <li>Discuss about own and others' messages constructed by block letters.</li> </ol>	<ol style="list-style-type: none"> <li>How do you form block letters?</li> <li>Where are block letters used?</li> <li>Why is the ESD message you communicated important?</li> </ol>	<p>Learners are guided to;</p> <ul style="list-style-type: none"> <li>Observe and identify slides/flash cards of block letters to motivate them make their own</li> <li>Individually draw and colour freehand block letters applying the right proportions based on ESD</li> <li>Display and talk about own and others short messages</li> </ul>	<b>Card making, creating paintings, puppetry and animation, photo stories.</b>	<p>Question and answer Portfolio Discussion, Observation Demonstration</p>	
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	<b>2</b>		<b>Paper craft: Expandable folders</b>	<p>By the end of the sub-strand, the learner should be able to;</p> <ol style="list-style-type: none"> <li>Observe samples of expandable folders from the actual/virtual environment.</li> <li>Design an expandable folder for storing their artwork.</li> <li>Discuss about own and others' expandable folders.</li> </ol>	<ol style="list-style-type: none"> <li>What materials are appropriate in making folders?</li> <li>What is the use of a folder?</li> <li>Which ways can one use to attach the tie and dye fabric onto the expandable folder?</li> </ol>	<p>Learners are guided to;</p> <ul style="list-style-type: none"> <li>Observe and talk about samples of expandable folders from the actual/virtual environment to motivate them make their own</li> <li>Identify appropriate tools and materials used in making an expandable folder from the learning environment.</li> <li>Individually make an expandable folder to store artwork</li> <li>Display and talk about own and others' work</li> </ul>	<b>Card making, creating paintings, puppetry and animation, photo stories.</b>	<p>Question and answer Portfolio Discussion, Observation Demonstration</p>	

	3		<b>Paper craft:</b> Expandable folders	By the end of the sub-strand, the learner should be able to; a) Observe samples of expandable folders from the actual/virtual environment. b) Design an expandable folder for storing their artwork. c) Discuss about own and others' expandable folders.	1. What materials are appropriate in making folders? 2. What is the use of a folder? 3. Which ways can one use to attach the tie and dye fabric onto the expandable folder?	Learners are guided to; • Observe and talk about samples of expandable folders from the actual/virtual environment to motivate them make their own • Identify appropriate tools and materials used in making an expandable folder from the learning environment. • Individually make an expandable folder to store artwork • Display and talk about own and others' work	Card making, creating paintings, puppetry and animation, photo stories.	Question and answer Portfolio Discussion, Observation Demonstration	
4	1		<b>Paper craft:</b> Tye and dyed expandable folders	By the end of the sub-strand, the learner should be able to; a) Observe folders enhanced using tie and dye technique from actual/virtual learning environment. b) Tie and dye a piece of cloth to be used in enhancing an expandable folder. c) Discuss about own and others' enhanced expandable folders.	1. Which ways can one use to attach the tie and dye fabric onto the expandable folder?	Learners are guided to; • Observe and identify folders enhanced using tie and dye technique to inspire them to make their own • Identify materials and tools to be used in making tie and dye.	Card making, creating paintings, puppetry and animation, photo stories.	Question and answer Portfolio Discussion, Observation Demonstration	
	2		<b>Paper craft:</b> Tye and dyed expandable folders		1. Which ways can one use to attach the tie and dye fabric onto the expandable folder?	Learners are guided to; • Observe and identify folders enhanced using tie and dye technique to inspire them to make their own • Identify materials and tools to be used in making tie and dye.	Card making, creating paintings, puppetry and animation, photo stories.	Question and answer Portfolio Discussion, Observation Demonstration	
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5	1		<b>Paper craft:</b> Tye and dyed expandable folders		1. Which ways can one use to attach the tie and dye fabric onto the expandable folder?	• Individually tie and dye a fabric to be used in enhancing an expandable folder for storing artwork. • Display and talk about own and others' work.	Card making, creating paintings, puppetry and animation, photo stories.	Question and answer Portfolio Discussion, Observation Demonstration	

	2		<b>Paper craft:</b> Block printed expandable folder	By the end of the lesson, the learn should be able to; a) Observe block prints from actual/virtual environments. b) Create a block print pattern on a piece of cloth to be used in enhancing an expandable folder. c) Discuss about own and others' enhanced expandable folders.	1. Which materials from our environment can be used for block printing?	Learners are guided to; <ul style="list-style-type: none"> <li>Observe and identify block prints from actual/virtual environments to motivate them create their own.</li> <li>Individually experiment with stamp making materials (eg soft wood, Styrofoam, linoleum etc ) to create a block print pattern on a piece of cloth to be used in enhancing an expandable folder.</li> <li>Display and talk about own and others' work.</li> </ul>	<b>Card making, creating paintings, puppetry and animation, photo stories.</b>	Question and answer Portfolio Discussion, Observation Demonstration	
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	3		<b>Puppetry:</b> Glove puppets	By the end of the sub-strand, the learner should be able to; a) Observe a glove puppet performance in an open window theatre. b) Make glove puppet characters with simple plots.	1.What materials and tools can we get from our environment to make glove puppets? 2. How can you use a glove puppet in entertainment?	Learners are guided to; <ul style="list-style-type: none"> <li>Observe and discuss a glove puppet performance by teacher and or resource person to motivate them in making their own.</li> <li>Enhance old glove/sock (by painting, sticking, stitching etc) to create the characters chosen by the group.</li> </ul>	Card making, creating paintings, puppetry and animation, photo stories.	Question and answer Portfolio Discussion, Observation Demonstration	
7	1		<b>Puppetry:</b> Glove puppets	By the end of the sub-strand, the learner should be able to; a) Observe a glove puppet performance in an open window theatre. b) Make glove puppet characters with simple plots.	1.What materials and tools can we get from our environment to make glove puppets? 2. How can you use a glove puppet in entertainment?	Learners are guided to; <ul style="list-style-type: none"> <li>Observe and discuss a glove puppet performance by teacher and or resource person to motivate them in making their own.</li> <li>Enhance old glove/sock (by painting, sticking, stitching etc) to create the characters chosen by the group.</li> </ul>	Card making, creating paintings, puppetry and animation, photo stories.	Question and answer Portfolio Discussion, Observation Demonstration	
	2		<b>Puppetry:</b> Glove puppets	c) Manipulate glove puppets in an open window theatre. d) Appreciate creating glove puppets and performing in an open window theatre.	1.What materials and tools can we get from our environment to make glove puppets? 2. How can you use a glove puppet in entertainment?	<ul style="list-style-type: none"> <li>Practice manipulation of the hand puppets according to plot (story) agreed upon by the group members</li> <li>Perform a brief story using glove puppets in an open window theatre for enjoyment.</li> </ul>	Card making, creating paintings, puppetry and animation, photo stories.	Question and answer Portfolio Discussion, Observation Demonstration	
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8	1		<b>Stick/rod puppets</b>	By the end of the sub-strand, the learner should be able to; a) Observe actual/virtual stick /rod puppet performance in a doorway theatre. b) Make animal-headed puppets mounted on stick/rod for creative performance.	1. What materials and tools can we get from our environment to make stick/rod puppets 2. What interesting thing should we base our performance with stick/rod puppets?	Learners are guided to; <ul style="list-style-type: none"> <li>Observe and discuss actual/virtual stick /rod puppet performance for motivation</li> <li>Assemble materials and make animal-headed stick /rod puppets for creative performance in groups</li> <li>Perform a show on a selected theme using the animal-headed puppets in a doorway theatre for enjoyment.</li> </ul>	Card making, creating paintings, puppetry and animation, photo stories.	Question and answer Portfolio Discussion, Observation Demonstration	

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	<b>3</b>		<b>Stick/rod puppets</b>	<p>c) Perform a show on a selected theme using animal-headed puppets mounted on stick/rod in a doorway theatre.</p> <p>d) Appreciate creating stick/rod puppets and performing in a doorway theatre.</p>	<p>1. What materials and tools can we get from our environment to make stick/rod puppets</p> <p>2. What interesting thing should we base our performance with stick/rod puppets?</p>	<p>Learners are guided to;</p> <ul style="list-style-type: none"> <li>Observe and discuss actual/virtual stick /rod puppet performance for motivation</li> <li>Assemble materials and make animal-headed stick /rod puppets for creative performance in groups</li> <li>Perform a show on a selected theme using the animal-headed puppets in a doorway theatre for enjoyment.</li> </ul>	<b>Card making, creating paintings, puppetry and animation, photo stories.</b>	<p>Question and answer</p> <p>Portfolio</p> <p>Discussion,</p> <p>Observation</p> <p>Demonstration</p>		
<b>9-14</b>		<b>End Term /Assesment</b>								