**REPUBLIC OF KENYA**

# MINISTRY OF EDUCATION

# JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

# VISUAL ARTS
## GRADE 8

**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

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# FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary and Primary School levels. The roll out of Junior Secondary School (Grade 7-9) will subsequently follow as from 2023-2025.

The Grade 8 curriculum designs build on competencies attained by learners at the end of Grade 7. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior Secondary School.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas (subjects) as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, Community Service Learning (CSL) activities and assessment rubric.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

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**PREFACE**

The Ministry of Education (MoE) is implementing the second phase of the curriculum reforms with the national roll out of the Competency Based Curriculum (CBC) having been implemented in 2019. Grade 8 is the second level of the Junior Secondary School (JSS) in the new education structure.

Grade 8 curriculum furthers implementation of the CBC from Grade 7. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior Secondary education level. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on **Nurturing every Learner's potential.**

Therefore, the Grade 8 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. The curriculum designs also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 8 and prepare them for smooth transition to the next Grade. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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## ACKNOWLEDGEMENT

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**TIME ALLOCATION**

| | Subject | Number of Lessons Per Week (40 minutes per lesson) |
|---|---|---|
| 1. | English | 5 |
| 2. | Kiswahili/KSL | 4 |
| 3. | Mathematics | 5 |
| 4. | Integrated Science | 4 |
| 5. | Health Education | 2 |
| 6. | Pre-Technical Studies | 4 |
| 7. | Social Studies | 3 |
| 8. | Religious Education (CRE/IRE/HRE) | 3 |
| 9. | Business Studies | 3 |
| 10. | Agriculture | 3 |
| 11. | Life Skills Education | 1 |
| 12. | Physical Education and Sports | 2 |
| 13. | Optional Subject | 3 |
| 14. | Optional Subject | 3 |
| | **Total** | **45** |

**NATIONAL GOALS OF EDUCATION**

Education in Kenya should:

i) **Foster nationalism and patriotism and promote national unity.**

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

ii) **Promote the social, economic, technological and industrial needs for national development.**

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) **Social Needs**

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) **Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) **Technological and Industrial Needs**

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

iii)	**Promote individual development and self-fulfilment**
Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

iv)	**Promote sound moral and religious values**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

v)	**Promote Social equality and responsibility**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

vi)	**Promote respect for and development of Kenya's rich and varied cultures**
Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

vii)	**Promote international consciousness and foster positive attitudes towards other nations**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

viii. **Promote positive attitudes towards good health and environmental protection**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

## LEARNING OUTCOMES FOR MIDDLE SCHOOL

By end of Middle School, the learner should be able to:
1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate verbally and non-verbally, eloquently and confidently in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practice proper hygiene, sanitation and nutrition skills for good health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

## ESSENCE STATEMENT

Visual Arts in Junior Secondary School refers to two or three-dimensional arts that appeals primarily to visual sensory perception. The subject aims at enabling the learner to develop a deeper understanding and appreciation of artistic, social and cultural expressions through two or three-dimensional artworks. At this level, more tools, materials and techniques, are introduced with ICT integration.

In relation to Dewey's Social Constructivism Theory, emphasis is laid on an experiential and participatory approach that will give the learner an opportunity to articulate their thoughts and feelings. Through creativity and collaboration, the learner is equipped with knowledge, skills, values and attitudes to help them create aesthetic and functional artworks, with a focus on entrepreneurial skills. This subject lays a foundation for the study of visual and applied arts at Senior Secondary School.

**SUBJECT GENERAL LEARNING OUTCOMES**

By the end of Junior Secondary School, the learner should be able to:

1. Create aesthetic and functional artworks by exploring the expanded range of techniques, tools, media and emerging technologies.
2. Appreciate the rich and diverse local, historical and cultural heritage through their artworks.
3. Apply creative imagination, critical thinking and self-expression through their works of art
4. Explore the immediate environment for the acquisition of information, inspiration and resources for artistic expression
5. Apply display and presentation skills for appreciation of artworks.
6. Develop aesthetic awareness and judgment to enable appreciation of own and others' artworks.
7. Apply entrepreneurial and problem-solving skills in the creation of artworks.

**STRAND 1.0: THE ARTS AND ENTREPRENEURSHIP**

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experience | Key Inquiry Question |
|---|---|---|---|---|
| **1.0 Marketing of Artworks** | **1.1.Costing of artworks** (4 lessons) | By the end of the sub strand, the learner should be able to; <br> a) analyse priced 2 Dimension and 3 Dimension artworks to conceptualize factors considered in costing of artwork, <br> b) calculate the unit cost artworks for proper value placement, <br> c) explore factors that influence a consumer's purchasing decisions, and designs a 3-colour chart, <br> d) appreciate the importance of consumer's purchasing decisions in artwork. | Learner is guided to; <br> ● study actual and virtual priced 2 Dimension and 3 Dimension artworks to consider factors used in costing artwork; <br>    - *hourly wage* <br>    - *time taken in production* <br>    -*cost of materials* <br>    -*Overhead costs* <br>    - *commission* <br>    - *Market price* <br> ● calculate the cost of artwork using given formulae that considers the following 5 aspects: <br>    (*reasonable daily wage x number of days used to produce the artwork + the cost of materials used + overhead costs + profit margin at 30% of cost of material*) | 1. How can an artist determine the price of an artwork? <br> 2. Why is a consumer's purchasing behaviour important when marketing Artworks? |

| | | | | |
|---|---|---|---|---|
| | | | ● research on factors that inspire a consumer's behaviour when purchasing artwork using digital devices or any other source;<br>   - *function of artwork*<br>   - *size of artwork*<br>   - *economic factors*<br>   - *social status of buyer*<br>   - *aesthetic aspects of artwork*<br>   - *packaging or presentation of the artwork*<br>   - *communication skills of the seller*<br>   - *physical presentation of the seller*<br>● design and display a 3 colour chart, in groups, depicting factors that influence consumer's purchasing decisions<br>● display, critique own and others' presentations on consumer's purchasing behaviour | |

**Core Competencies to be Developed**
- Communication as the learner applies listening skills by paying attention to presentations and speaking skills as they make presentation.
- Learning to learn as the learner works collaboratively, seeks , information, and support on formula to cost sample artworks
- Entrepreneur skills as the learner determines unit cost of artwork.
- Digital literacy as the learner operates digital devices, observes safety when using digital devices, sources for information using digital devices.
- Critical thinking and problem solving as the learner tries alternative ways to solve a problem (decides on how to set appropriate profit margin).

**Pertinent and Contemporary Issues:**
- Financial literacy- as the learner explores ways of costing 2 Dimension and 3 Dimension artworks and work profit margins
- Consumer Literacy/Consumer awareness: as the learner explore factors that influence consumer's purchasing decisions of Artwork

**Values:**
- Respect: as Learner appreciates each other's opinion during critique and is open minded
- Responsibility: as learner offers leadership and guidance to others during group work, cares for own property and those of others ,appreciates how to package the artwork ,presents self well and make responsible decisions for consumer awareness

**Links to Other Subjects**
- Mathematics: as the learner to uses skills of addition and multiplication to cost artworks
- Business studies: as the learner explores skills in entrepreneurship ( appreciates factors that influence consumers purchasing behaviour)

| Assessment Rubric | | | | |
|---|---|---|---|---|
| **Indicators** | **Exceeds Expectation** | **Meets Expectation** | **Approaches Expectation** | **Below Expectation** |
| Ability to analyse priced 2 Dimension and 3 Dimension artworks to conceptualize factors considered in costing of artwork | Exhaustively analyses priced 2 Dimension and 3 Dimension artworks and conceptualises all factors in costing of artworks | Analyses priced 2 Dimension and 3 Dimension artworks and conceptualises all factors in costing artworks | Analyses priced 2 Dimension and 3 Dimension artworks and conceptualises some factors in costing artworks | In exhaustively analyses priced 2 Dimension and 3 Dimension artworks nor conceptualises factors in costing of artwork |
| Ability to calculate the unit cost artworks for proper value placement, | Precisely costs artworks using all 5 aspects of the given formula | Correctly costs artwork using all the 5 aspects of the given formula | Costs artwork using 3 aspects of the given formula | Costs artwork using less than 3 aspects of the given formula |
| Ability to explore factors that influence a consumer's purchasing decisions | Exhaustively explores 5 factors that influence consumer purchasing decisions | Correctly explores 5 factors that influence consumer purchasing decisions | Explores 3-4 factors that influence consumer purchasing decisions | Explores 1 or 2 factors that influence consumer purchasing decisions |
| Ability to design a 3 colour chart depicting factors that influence consumer's purchasing decisions | Creatively designs a 3 colour chart depicting 5 factors that influence consumer's purchasing decisions | Designs a 3-colour chart depicting 5 factors that influence consumer's purchasing decisions | Designs a 2-colour chart depicting 3-4 factors that influence consumer's purchasing decisions | Designs a chart in one colour that depicts 1- 2 factors that influence consumer's purchasing decisions. Incomplete colour chart |

**STRAND 2.0: PICTURE MAKING**

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experience | Key Inquiry Question |
|---|---|---|---|---|
| **2.0 Picture Making** | **2.1 Drawing**<br><br>**2.1.1 Two-point linear perspective**<br><br>(6 lessons) | By the end of the sub strand, the learner should be able to;<br>a) analyse components of perspective in sample cuboids drawn in two - point perspective,<br>b) draw cuboids in two point perspective from different views,<br>c) draw buildings in two-point perspective and shade using cross hatching technique,<br>d) appreciate own and other is two-point perspective drawings. | Learner is guided to;<br>• observe and discuss actual or virtual cuboids drawn in two-point perspective and identify the components of perspective:<br>  - *projection lines /convergence lines (orthogonal lines)*<br>  - *Two vanishing points*<br>  - *horizon*<br>• draw cuboids in two - point perspective and explore;<br>  - *normal eye view*<br>  - *bird's eye view*<br>  - *worms' eye view*<br>with emphasis on;<br>  - *projection lines/convergence lines*<br>  - *vanishing point*<br>  - *horizon*<br>• draw buildings in two point perspective based on normal view and shade by cross hatching with emphasis on, | 1. How can you create a 2-point linear perspective drawing on cuboid?<br>2. How does perspective affect the illusion of objects? |

| | | | | |
|---|---|---|---|---|
| | | | - *projection of lines* <br> - *value* <br> - *overlap of forms,* <br> - *of forms,* <br> - *balance of forms* <br> ● display and talk about own and other's work | |

**Core Competencies to be Developed:**
- Communication as the learner Speaks clearly, pays attention and asks questions for clarity
- Collaboration as the learner cooperates with others, critiques own and others' landscape drawing during the display
- Imagination and creativity as the learner comes up with new ways of doing drawing the landscape while applying the elements and principles of art.
- Learning to learn as the learner works collaboratively, seeks advice, information, and support when appropriate as he practices the new shading technique.
- Digital literacy as the learner operates digital device, observes safety when using digital device, sources for information using digital device

**Pertinent and Contemporary Issues:**
- Citizenship Education: as the learner collaborates and shares resources, appreciates each other's opinion when expressing their views in class discussions
- Unity: as the learner collaborates and shares resource

**Values:**
- Responsibility: as the learner offers leadership and guidance to others during group work, cares for own property and those of others

**Links to other Subjects**
- English: as the learner learn new vocabulary

| | Mathematics : as the learner analyses components of cuboids |

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to analyse components of perspective in sample cuboids drawn in two-point perspective | Critically analyses the 3 components of perspective in sample cuboids drawn in two-point perspective | Correctly analyses the 3 components of perspective in sample cuboids drawn in two-point perspective | Correctly analyses 2 components of perspective in sample cuboids drawn in two-point perspective | Correctly analyses 1 components of perspective in sample cuboids drawn in two-point perspective |
| Ability to draw cuboids in two-point perspective from different views | Precisely draws cuboids in two-point perspective from different views (normal, bird's, worm's view) using *projection lines /convergence lines, two vanishing points/horizon* | Correctly draws cuboids in two-point perspective from 3 views (normal, bird's, worm's view,) using *projection lines /convergence lines, two vanishing points/horizon* | Correctly draws cuboids in two-point perspective from two views using *projection lines /convergence lines vanishing points/horizon* | Draws cuboids in two - point perspective from one view with difficulty in use of *projection lines /convergence lines vanishing points/horizon* |
| Ability to draw buildings in two-point perspective and shade using cross hatching technique | Creatively draws and shades two buildings in two point perspective from with emphasis on- ( *projection lines /convergence lines* | Correctly draws buildings in two-point perspective from (normal view,) using *projection lines /convergence lines, two* | Correctly draws and shades buildings in two-point perspective from (normal view,) using *projection lines /convergence lines, two* | draws and shades two buildings in two-point perspective from (normal view,) using *projection lines /convergence lines, two* |

| | | | | |
|---|---|---|---|---|
| | *vanishing points/horizon* cross hatching technique artistically utilized | *vanishing points/horizon* and shades using cross hatching technique | *vanishing points/horizon* and shades using cross hatching technique | *vanishing points/horizon* and shades using cross hatching technique |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experience | Key Inquiry Question |
|---|---|---|---|---|
| **2.0 Picture Making** | **2.2 Painting 2.2.1 Imaginative seascape composition** (6lessons) | By the end of the sub strand, the learner should be able to:-<br>a) analyse warm and cool colours on the colour wheel and sample paintings in regard to colour temperature,<br>b) create an imaginative seascape composition based on colour temperature,<br>c) investigate the psychological, cultural and conventional symbolic meaning of colours,<br>d) appreciate the use of colour temperature and symbolic | Learner is guided to;<br>• identify and discuss warm and cool colours as represented on the actual or virtual colour wheel in regards to;<br>- *Receding/advancing colours*<br>• observe and discuss sample paintings in regards to the use of warm and cool colours to create recession and projection of spaces and objects<br>• paint an imaginative pictorial composition of a seascape with focus on either warm or cool colours<br>- seascape (cool or warm colours) | 1. What effect can colour temperature have in a pictorial composition?<br>2. What emotions do different colours evoke in us when we look at them? |

| | | meanings in creation of artworks. | • critique own and others' seascape compositions <br> • collaboratively, research on symbolic meanings of colours based on <br>   - *Emotional symbolism* <br>   - *Cultural symbolism* <br>   - *Conventional symbolism* <br> • present research findings to peers for critique | |

**Core Competencies to be Developed**
- Communication: as the learner takes turns in conversation on colour temperature and symbolic meaning of colours
- Collaboration :as learner appreciates efforts of others and shares information while discussing colour temperature and symbolic meaning of colours
- Learning to learn: as the learner works collaboratively while exploring colour symbolism.
- Self-efficacy: as the learner critique own and others' scape compositions during the display of works
- Digital literacy: as the learner operates digital device, observes safety when using digital device, sources for information using digital device

**Pertinent and Contemporary :**
- Citizenship  Education: as the learner collaborates and share resources, appreciates each other's opinion when  expressing their views in class discussions

**Values:**
- Respect: as learner appreciates each other's opinion /critique or contribution during group work and is open minded.

**Links to other subjects**
- Religious Studies: as the learner interrogate use of colours in the spiritual context.

| Assessment Rubric | | | | |
|---|---|---|---|---|
| **Indicators** | **Exceeds Expectation** | **Meets Expectation** | **Approaches Expectation** | **Below Expectation** |
| Ability to analyse warm and cool colours on the colour wheel and sample paintings in regards to colour temperature | Critically analyses warm and cool colours on the colour wheel and sample paintings in regards to their application *(receding and advancing nature)* | Analyses warm and cool colours on the colour wheel and sample paintings in regards to their application *(receding and advancing nature)* | Partially able to analyse warm and cool colours on the colour wheel and sample paintings in regards to their application *(receding and advancing nature)* | Hardly able to analyse warm and cool colours on the colour wheel and sample paintings in regards to their application *(receding and advancing nature)* |
| Ability to create an imaginative seascape composition based on colour temperature | Creatively paints a seascape composition based on colour temperature | Paints a seascape composition based on colour temperature | Fairly paints a seascape composition based on colour temperature | Hardly able to paint a seascape composition based on colour temperature |
| Ability to investigate the psychological, cultural and conventional symbolic meaning of colours | Exhaustively investigates the psychological, cultural and conventional symbolic meaning of colours | Investigates the psychological, cultural and conventional symbolic meaning of colours | Investigates two aspects of symbolic meaning of colours | Shallowly investigates all aspects of symbolic meaning of colours |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experience | Key Inquiry Question |
|---|---|---|---|---|
| **2.0 Picture Making** | **2.3 Mosaic** (6 lessons) | By the end of the sub strand, the learner should be able to:-<br>a) analyse characteristics of mosaic from sample artworks,<br>b) identify functions of mosaic art in contemporary society,<br>c) create a paper mosaic landscape pictorial composition for self-expression,<br>d) create an egg shell mosaic landscape pictorial composition of a flower for self-expression,<br>e) appreciate own and others' pictorial composition. | Learner is guided to;<br>• observe virtual or actual samples to analyse the characteristics of mosaic;<br>  - variety of materials used in making tesserae (egg shells, paper, leaves, fabric, pebbles, tiles, glass etc.)<br>  - narrow spacing between tesserae<br>  - tonal variation of tesserae<br>• discuss functions of mosaic art in contemporary society;<br>  - interior decoration<br>  - decorative arts<br>● collaboratively collect re-usable papers, eggshells to be used in creating mosaic while observing safety measures<br>● individually create a mosaic composition of a landscape with emphasis on-<br>*-sorting of coloured papers*<br>*-cutting the paper into tesserae*<br>*-pasting while observing appropriate spacing and tonal variation of tesserae* | 1. How can you determine appropriate materials and tools for mosaic?<br>2. Why is the spacing of the tesserae important in mosaic? |

| | | | <ul><li>individually create a four colour eggshell mosaic composition of a flower with emphasis on-<br>*-sorting of eggshells according to shades*<br>*-cleaning the eggshells*<br>*-selection of working surface*<br>*- sketching the flower*<br>*- crushing eggshells into tesserae*<br>*-pasting while observing appropriate spacing and tonal variation of tesserae*</li><li>exhibit and critique own and others' work</li></ul> | |
|---|---|---|---|---|

**Core Competencies to be Developed**
- Communication as the learner takes turns in conversation on mosaic pictorial production
- Collaboration as the learner appreciates efforts of others and shares information as well as collaboratively, collecting re-usable papers to be used in creating mosaic
- Imagination and creativity as the learner creates unique mosaic composition
- Digital literacy as the learner operates digital device and observes online safety when watching samples of mosaic online.

**Pertinent and Contemporary Issues:**
- Environmental conservation : as the learner Reuses and recycles of materials to make mosaic
- Consumer literacy and Disaster Risk Reduction as the learner is sensitized on Safety as they use sharp tools for Disaster Risk Reduction and consumer protection.

**Values:**
- Responsibility : as learner takes of care own / others' materials and cleans up workplace after group activity

**Links to other subjects**

- English : as the learner practices on public speaking skill when giving positive feedback during group critique

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to analyse characteristics of mosaic from sample artworks | Comprehensively analyses characteristics of mosaic from sample artworks | Analyses characteristics of mosaic from sample artworks | Fairly analyses characteristics of mosaic from sample artworks | Hardly discusses any characteristics of mosaic from sample artworks |
| Ability to identify functions of mosaic art in contemporary society | Precisely identifies functions of mosaic art in contemporary society | Identifies functions of mosaic art in contemporary society | Identifies some functions of mosaic art in contemporary society | Hardly identifies any function of mosaic art in contemporary society |
| Ability to create a paper mosaic pictorial composition of a landscape | Creatively makes a mosaic composition with distinct features of a landscape | Creates a mosaic composition with distinct features of a landscape | Fairly creates a mosaic composition with some features of a landscape | Creates a mosaic composition with no distinct features of a landscape |
| Ability to create an egg shell mosaic imaginative pictorial composition of a flower for self-expression | Creatively makes a mosaic imaginative composition with distinct features of a flower | Creates a mosaic imaginative composition with distinct features of a flower | Fairly creates a mosaic imaginative composition with some features of a flower | Creates a mosaic imaginative composition with no distinct features of a flower |

**STRAND 3.0: MULTIMEDIA ARTS**

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|---|---|---|---|---|
| **3.0 Multimedia Arts** | **3.1 Traditional 2 Dimension Animation** (6 lessons) | By the end of the sub strand, the learner should be able to: <br> a) study features of flip books with two moving objects against a painted background, <br> b) make flip book of two moving objects against a painted background, <br> c) manipulate the flip book to animate the moving objects, <br> d) appreciate own and others' flip book animations. | Learner is guided to: <br> • observe and discuss actual or virtual flip books having two moving objects against a painted background with emphasis on: <br> - *materials and tools used* <br> - *Sequencing of images (Positioning of objects on subsequent pages).* <br> - *frequency of images (speed of flick per second).* <br> • prepare the flip book using the following procedure; <br> - *collating the papers* <br> - *trimming the papers* <br> - *creation of a painted background using wash technique* <br> - *creation of sequence of two moving objects with focus on;* <br>    o *creativity (storyline),* | 1. Why is the wash technique ideal for creating a background for a flip book? <br> 2. What role do flipbooks play in the society? |

| | | | <ul><li>*craftsmanship in use of materials and tools*</li></ul> - *binding the papers (by string/stapling)* <ul><li>manipulate the flip book to animate the moving objects against the painted background.</li><li>critique, in groups, of own and others' work.</li></ul> | |
|---|---|---|---|---|

**Core competencies to be Developed:**
- Communication: as the learner takes turns in conversation, uses gestures and facial expressions appropriately
- Collaboration: As the learner shares information, shows interest in working together with others during the making of flip book animations.
- Imagination and creativity: as the learner creates a flipbook with artistically painted background.
- Learning to learn: the learner explores the online environment for inspirational information on flipbook animation.
- Digital literacy: the learner operates digital device and observes online safety when interacting with online resources to watch virtual samples of flip book animations with coloured backgrounds.

**Values:**
- Respect: as learner displays, patience, open mindedness, values human dignity and appreciate each other's' works during the display session.
- Unity: as the learner take turns in activities and conversation, shares available resources amicably and collaborates with others in group.
- Responsibility: as the learner engages in assigned roles and duties, cares for own property and those of others and observes safety precautions and integrity when using online sites.

**Pertinent and Contemporary Issues :**
- Environmental Education: as the learner re-uses materials / recycles paper in

making flip books.
- Health Education-Personal hygiene: as the learner washes hands after handling materials and tools.
- Safety:  as the learner exercises caution when handling sharp tools.

**Links to Other Subjects:**
- Performing arts: flip book animation can be used  to communicate  pertinent message during manipulation  /performances

**Assessment Rubric**

| Indicators | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|---|---|---|---|---|
| Ability to study features of flip books with two moving objects against a painted background | Comprehensively studies features of flip books with two moving objects against a painted background | Studies features of flip books with two moving objects against a painted background | Studies some features of flip books with two moving objects against a painted backgrounds | With support Studies features of flip books with two moving objects  against a painted background |
| Ability to make a flip book of two moving objects against a painted background | Creatively makes a simple flip book by collating suitable papers, trimming and binding and sequentially drawing two moving objects against a painted background | Makes a simple flipbook by collating suitable papers, trimming and binding and sequentially drawing two moving objects against a painted background | Makes a simple flipbook but has some difficulty in either; collating suitable papers or trimming or binding or sequentially drawing two moving objects against a painted background. | Makes a simple flipbook with support but has difficulty in collating suitable papers, trimming, binding and drawing two moving objects against a painted background. |

| Ability to manipulate the flip book to animate the moving objects | Adeptly manipulates the flip book to animate the moving objects | Manipulates the flip book to animate the moving objects | Manipulates the flipbook to animate the moving objects with some difficulty. | Attempts to manipulate the flip book to animate the moving objects with assistance. |
| --- | --- | --- | --- | --- |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experience | Key Inquiry Question |
|---|---|---|---|---|
| **3.0 Multi Media Arts** | **3.2 Graphic Design** **3.2.1 Logo design** (6 lessons) | By the end of the sub strand, the learner should be able to: a) analyse logo design samples for conceptualisation, b) design a logo in two colours for an institution, c) appreciate own and others' logo designs. | Learner is guided to; • Explore and discuss logo design samples from virtual or actual sources(e.g. magazines, newspapers etc.) with focus on: - Its use as a legal identification symbol (NGOs, banks, parastatal, international organizations etc.) - Its characteristics - *simple* - *Relevant* - *Memorable* - *Timeless* - *Versatile* - Its components *(Letter, word, image or combination of either)* -Where it is applied ( products, stationary, advertisements) • design a logo in two contrasting colours for an imaginary company in freehand, taking into account the following; | 1. How can you make a logo interesting? 2. why should one consider the style of lettering when designing a logo |

| | | | | -*identification of the symbols to be used*<br>-*selection of letters (types/styles)*<br>-*sketching a draft*<br>-*colouring*<br>- *refining the design*<br>• display and critique own and others' logo designs. | |
|---|---|---|---|---|---|

**Core Competencies to be Developed**
- Communication: as the learner takes turns in conversation, uses gestures and facial expressions appropriately when discussing logo design samples from virtual or actual sources
- Collaboration: as the learner shares information, shows interest in working together with others during the designing of logos
- Imagination and creativity: as the learner designs a unique logo.
- Digital literacy: as the learner operates digital device and observes online safety when interacting with online resources to observe virtual sample of logos
- Self-efficacy: as the learner embraces challenging tasks, shows interest in learning activities, portrays a sense of self-worth when expressing their opinion during group activity.

**Pertinent and Contemporary Issues :**
- Citizenship Education: as the learner is sensitized on importance of social cohesion, love for diversity and adherence to regulations/respects authority/adults during the display and critique of others logo designs

**Values:**
- **Unity**: as learner engages harmoniously in groups, takes turn in activities and conversation, collaborates with others exploring and discussing logo design samples from virtual or actual sources

**Links to Other Subjects**
- English: as learner discusses the new terminologies-logo and critique own and others artwork hence improving communication skills

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to analyse logo design samples for conceptualisation | Comprehensively analyses logo design samples with emphasis on characteristics, their purpose and components. | Analyses logo design samples with emphasis on characteristics, their purpose and components. | Fairly analyses logo design samples with difficulty in either the characteristic their purpose or components. | has difficulty analysing logo design samples with regard to characteristics, purpose and components |
| Ability to design a logo in two colours for an institution | Creatively and neatly designs a logo for an institution by selecting appropriate identification symbols, letter types and styles, two sharply contrasting colours | Designs a logo for an institution by selecting appropriate identification symbols, letter types and styles, two contrasting colours and neatly finishes it | Designs a logo for an institution with some difficulty in either selecting appropriate identification symbols, letter types and styles, two contrasting colours and neat finishing | Designs a logo for an institution with difficulty in selecting appropriate identification symbols, letter types and styles , two contrasting colours and neat finishing |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experience | Key Inquiry Question |
|---|---|---|---|---|
| **3.0 Multi Media Arts** | **3.2 Graphic Design**<br>**3.2.2 Trademark**<br>(6 lessons) | By the end of the sub strand, the learner should be able to:<br>a) analyse samples of trademark designs for conceptualisation,<br>b) design a trademark in two colours for a company,<br>c) appreciate own and others' trademark designs. | Learner is guided to;<br>• analyse and discuss trademark design samples from virtual or actual sources with focus on;<br> - Its use as a legal identification symbol (*commercial companies, production industries*)<br> -Where it is applied (*products, advertisements*)<br> - characteristics, (*word, image or combination of word and image*)<br>• design a trademark in two colours for a company using freehand<br>• design a trademark in two colours for a company using digital devices guided by the same instructions given | 1. Why is a trademark important for a business?<br>2. What steps are followed in the creation of a trademark? |

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for the freehand task with focus on:
<br>- *interpretation of the design instruction*
<br>- *-sketching*
<br>- *Lettering/illustration*
<br>- *-colouring*
<br>- *-presentation*
<br>• display and critique own and others' trademark designs.
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**Core Competencies to be Developed**
- Communication: as the learner takes turns in conversation, uses gestures and facial expressions appropriately when discussing trademark design samples from virtual or actual sources
- Collaboration: as the learner shares information, shows interest in working together with others during the designing of trademarks
- Imagination and creativity as the learner designs a unique trademarks .
- Digital literacy as the learner operates digital device and observes online safety when interacting with online resources to observe virtual sample of trademarks
- Self-efficacy as the learner embraces challenging tasks, shows interest in learning activities, portrays a sense of self-worth when expressing their opinion during group activity and interpretation the instruction brief.

**Pertinent and Contemporary Issues:**
- Citizenship Education: as learner is sensitized on importance of social cohesion, love for diversity and adherence to regulations/respects authority/adults during the display and critique of others trademark design samples from virtual and actual sources

| **Values:** | | | | |
|---|---|---|---|---|
| • Unity: as learner engage harmoniously in groups, takes turn in activities and conversation, collaborates with others exploring and  discussing trademark design samples from virtual or actual sources | | | | |

| **Links to Other Subjects** | | | | |
|---|---|---|---|---|
| • English: to teach new terminology-design , trademark | | | | |
| • Business studies-teach on identification marks for businesses entrepreneurship | | | | |

| **Assessment Rubric** | | | | |
|---|---|---|---|---|
| **Indicators** | **Exceeds Expectation** | **Meets Expectation** | **Approaches Expectation** | **Below Expectation** |
| Ability to analyse trademark design samples for conceptualisation | Comprehensively analyses trademark samples in regards to characteristics and purpose | Analyses trademark samples in regards to characteristics and purpose | Analyses trademark samples with some challenges on either characteristic or purpose | Hardly analyses trademark samples for characteristics and purpose |
| Ability to design a trademark in two colours for a company | Creatively designs a trademark in two colours for a company in freehand or using digital device and giving a clear interpretation of design instructions | Designs a trademark in two colours for a company in freehand or using digital device and giving a clear interpretation of design instructions | Designs a trademark in two colours for a company in freehand or using digital device with some challenges in interpretation of design instruction | Hardly able to design a trademark in two colours for a company either in freehand or using  a digital device nor give clear interpretation of design instruction |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experience | Key Inquiry Question |
|---|---|---|---|---|
| **3.0 Multi Media Arts** | **3.3 Ornamentation of Objects 3.3.1 Yarn Ornamentation** (6 lessons) | By the end of the sub strand, the learner should be able to: a) analyse sample objects ornamented using yarn, b) decorate found objects using yarn for self-expression, c) appreciate own and others' decorated objects decorated using yarn. | Learner is guided to: ● Observe an actual demonstration or watch a video clip on ornamentation of objects using yarns and identify; - *Found objects that can be decorated* - *Types of yarn used* - *Method of securing yarn* ● collect and prepare used yarn from the environment while observing safety measures with focus on: - *unravelling the yarn old articles* - *washing and drying the yarn* - *spooling the yarn* ● collect found objects and clean them while observing hygiene measures ● create decorations on found objects ( bottles, containers) using the yarn with focus on : | 1. How can you secure the ends of the yarn during the decorative process? 2. Why should reused yarn and objects be cleaned before usage? |

| | | | *- planning the design (colour and pattern)* <br> *-selection of harmonious colours of yarn* <br> *-decorating the object using the yarn* <br> *-finishing (trimming/soft brushing )* <br> ● exhibit and critique own and others' decorated objects. | |
|---|---|---|---|---|

**Core Competencies to be Developed**
- Communication: as the learner pays attention to the person who is speaking, takes turns in conversation and speaks clearly and effectively about own and others' work during group activity
- Collaboration: as learner shows interest in working together with others during group work, shares information and shows respect towards other learner
- Critical thinking and problem solving: as the learner uses local resources to decorate objects.
- Digital literacy: as the learner operates digital devices and observes safety when interacting with online resources.

**Pertinent and Contemporary Issues :**
- Education for sustainable development and consumer literacy
- Disaster Risk Reduction and consumer protection: as learner observe safety when handling sharp tools or recycled materials and washing of hands after handling materials

**Values:**
- Responsibility; as learner observes safety while using cutting tools and organising their working area neatly.

**Links to other subjects**
- English: to teach new terminology : ornamentation

| Assessment Rubric | | | | |
|---|---|---|---|---|
| **Indicator** | **Exceeds Expectation** | **Meets Expectation** | **Approaches Expectation** | **Below Expectation** |
| Ability to analyse sample objects ornamented using yarn | Comprehensively analyses sample objects ornamented using yarn to identify types of objects that can be decorated, types of yarn and method of securing the yarn | Analyses sample objects ornamented using yarn to identify types of objects that can be decorated, types of yarn and method of securing the yarn | Analyses sample objects ornamented using yarn but has challenges in identifying either types of objects that can be decorated or types of yarn or method of securing the yarn | Analyses sample objects ornamented using yarn but unable to identify types of objects that can be decorated, types of yarn and method of securing the yarn |
| Ability to create decorations on found objects using yarn for self-expression | Creatively decorates found objects by yarn for self-expression with keen attention to harmony of colour, patter and finishing | Decorates found objects by yarn for self-expression with attention to harmony of colour, pattern and finishing | Decorates found objects by yarn but has challenges either in harmony of colour, pattern or finishing | Hardly able to decorate found objects by yarn either pays attention to harmony of colour, pattern and finishing |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experience | Key Inquiry Question |
|--------|-----------|---------------------------|-------------------------------|---------------------|
| **3.0 Multi Media Arts** | **3.3 Ornamentation of objects 3.3.2 Paper Ornamentation** <br><br> (6 lessons) | By the end of the sub strand, the learner should be able to: <br> a) analyse sample objects ornamented made using paper craft techniques, <br> b) create decorations on found objects using paper craft techniques for self-expression, <br> c) appreciate own and others' paper decorated objects. | Learner is guided to: <br> • watch a video or actual demonstration on ornamentation of objects using paper craft to identify; <br> - *paper craft techniques used* <br> - *types of objects that can be decorated* <br> - *types of paper that can be used* <br> - *finishing of the work* <br> -*types of adhesives used vs the surfaces* <br> • collect and sort used paper from the environment while observing hygiene measures with focus on; <br> -*texture of paper* <br> - *colour of paper* <br> -*weight of paper* <br> - *paper finish (e.g. glossy/shiny etc.* <br> • collect and clean appropriate objects from the environment while observing safety measures <br> • explore the paper craft techniques | 1. How can you secure the ends of the yarn during the decorative process? <br> 2. Why is it important to recycle or reuse found objects for ornamentation? |

| | | | and create decorations on objects ;<br><br>- *cutting*<br>- *pleating*<br>- *folding*<br>- *curving*<br>- *frilling,*<br>- *twisting,*<br>- *curling,*<br>- *scoring,*<br>- *gathering*<br>● exhibit and critique own and others' decorated objects. | |

**Core Competencies to be Developed**
- Communication: as the learner pays attention to the person who is speaking, takes turns in conversation and speaks clearly and effectively about own and others' work during group activity
- Collaboration: as learner shows interest in working together with others during group work, shares information and shows respect towards other learner
- Critical thinking and problem solving: as the learner uses local resources to decorate objects.
- Digital literacy: as the learner operates digital devices and observes safety when interacting with online resources.

**Pertinent and Contemporary Issues :**
- Education for Sustainable Development and Consumer literacy
- Disaster Risk Reduction and Consumer protection: as learner observe safety when handling sharp tools or recycled materials and washing of hands after handling materials

**Values:**
- Responsibility; as learner observes safety while using cutting tools and organising their working area neatly

| Links to Other Subjects | | | | |
|---|---|---|---|---|
| • English: to teach new terminology: ornamentation | | | | |

| Assessment Rubric | | | | |
|---|---|---|---|---|
| **Indicators** | **Exceeds Expectation** | **Meets Expectation** | **Approaches Expectation** | **Below Expectation** |
| Ability to analyse sample objects ornamented made using paper craft techniques<br>- *types of paper craft techniques*<br>*-types of objects that can be decorated,*<br>*- types of paper that can be used,*<br>*-finishing of the work*<br>*-types of adhesives used on various the surfaces* | Exhaustively analyses and documents sample objects ornamented using paper craft techniques in all the 5 aspects | Analyses sample objects ornamented using paper craft techniques in regards to all 5 aspects | Analyses sample objects ornamented using paper craft techniques in regards to 3-4 aspects | Shallowly analyses sample objects ornamented using paper craft techniques in regards to less than two aspects |
| Ability to create decorations on found objects using paper craft techniques for self-expression | Creatively decorates found objects using varied paper craft techniques | Decorates found objects using varied paper craft techniques | Decorates found objects but has challenges using some paper craft techniques | Decorates found objects but has challenges using most of the paper craft techniques |

**STRAND 4.0: INDIGENOUS CRAFTS**

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experience | Key Inquiry Question |
|--------|-----------|---------------------------|------------------------------|---------------------|
| **4.0 Indigenous Crafts** | **4.1 Sculpture** <br> **4.1.1 Assemblage and construction** <br><br> (6 lessons) | By the end of the sub strand, the learner should be able to: <br> a) analyse samples of sculptural forms made by assemblage and construction , <br> b) assemble and construct a sculpture by reusing materials for self-expression, <br> c) appreciate own and others' assemblage and construction sculptural forms. | Learner is guided to: <br> • observe and discuss sculptural forms made by assemblage and construction from actual or virtual sources to identify; <br> - *reuse of materials (wires, wood, sheet metal, paper, plastics, fabric, rubber, buttons, hairs, fibre etc. )* <br> - *weight of materials* <br> - *size and display space* <br> - *joining techniques* <br> • sketch the human or animal form <br> • collect, sort and prepare the materials (*cleaning, trimming, cutting to size*) <br> • assemble and construct a human or animal figure from assorted locally available materials while | 1. Why is the choice of material important in construction and assemblage of sculptural forms? <br> 2. How would you determine the best way of joining different parts of constructed and assembled sculpture? |

| | | | paying attention to safety by: |
| | | | - *assembling and constructing the materials* |
| | | | - *finishing (trimming/varnish)* |
| | | | • critique own and others' sculptures |

**Core Competencies to be Developed:**
- Communication: as the learner pays attention to the person who is speaking, takes turns in conversation and speaks clearly and effectively about own and others' work during group activity
- Collaboration: as learner shows interest in working together with others during group work, shares information and shows respect towards other learner
- Critical thinking and problem solving: as the learner uses local resources to decorate objects.
- Digital literacy: as the learner operates digital devices and observes safety when interacting with online resources.

**Pertinent and Contemporary Issues :**
- Education for Sustainable Development and Consumer literacy
- Disaster Risk Reduction and Consumer protection: as learner observes safety when handling sharp tools or recycled materials and washing of hands after handling materials

**Values:**
- Responsibility; as learner observes safety while using cutting tools and organising their working area neatly

**Links to Other Subjects**
- English: to teach new terminology -construction and assemblage

| | |
|---|---|
| • Community Service Learning: Ornaments objects for sale to raise funds for buying learning resources for financially disadvantaged students. | |

**Assessment Rubric**

| Indicators | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|---|---|---|---|---|
| Ability to analyse samples of sculptural forms made by assemblage and construction<br>- *reuse of materials*<br>- *weight of materials*<br>- *size and display space*<br>-*joining techniques* | Exhaustively analyses and documents samples of sculptural forms made by assemblage and construction in regards to the 3 aspects | Analyses samples of sculptural forms made by assemblage and construction in regards to the 3 aspects | Analyses samples of sculptural forms made by assemblage and construction in regards to the 2 aspects | Shallowly analyses samples of sculptural forms made by assemblage and construction in regards to one or none of the aspects |
| Ability to assemble and construct a sculpture by reusing materials for self-expression | Creatively assembles and constructs a sculpture with suitable reusable materials, ,proper joining and finish | Assembles and constructs a sculpture with suitable reusable materials, proper joining and finish | Assembles and constructs a sculpture with some challenges on either suitability of reusable materials, joining or finish | Shoddily assembles and constructs a sculpture some challenges on suitability of reusable materials, joining and finish |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experience | Key Inquiry Question(s) |
|---|---|---|---|---|
| **4.0 Indigenous Crafts** | **4.1 Sculpture 4.1.2 Modelling technique** (6 lessons) | By the end of the sub strand, the learner should be able to:<br>a) analyse the elements and principles of 3 Dimensional modelled sculptures,<br>b) create clay modelled sculptural forms for self-expression,<br>c) appreciate own and others' modelled sculptures. | Learner is guided to:<br>• observe, identify and discuss elements and principles of 3-Dimensional art in actual or virtual samples of modelled sculptures;<br>***Elements:***<br>  - *Space:*<br>  - *Line:*<br>  - *Plane*<br>  - *Mass/volume:*<br>  - *Shape:*<br>  - *Value:*<br>  - *Texture:*<br>  - *Colour*<br>***Principles:***<br>  - *Unity/harmony:*<br>  - *Contrast/variety rhythm/ repetition*<br>  - *Emphasis:*<br>  - *Balance:*<br>  - *Proportion/scale:* | 1. Why do we need to use an armature when modelling sculpture in the round?<br>2. What can you do to prevent modelled sculptures from cracking? |

| | | | <ul><li>model human or animal forms focusing on 3 Dimensional elements and principles of art;<br>  - sourcing of materials and tools<br>  - consideration of safety measures<br>  - sketching the form<br>  - clay preparation<br>  - creation of an armature<br>  - application of clay on the armature<br>  - details based on elements of sculpture<br>  - finishing of the sculpture using :<br>    ( painting  or vanishing or both)<br>  - drying in a cool place away from wind or direct sunlight</li><li>display and critique own and others' modelled sculptures.</li></ul> | |
|---|---|---|---|---|

**Core Competencies to be Developed :**
- Communication:  as the learner pays attention to the person who is speaking, takes turns in conversation and speaks clearly and effectively about own and others' work during group activity

| |
|---|
| ● Collaboration: as learner shows interest in working together with others during group work, shares information and shows respect towards other learner |
| ● Critical thinking and problem solving: as the learner uses local resources to create forms with emphasis on elements of Art. |
| ● Digital literacy as the learner operates digital devices and observes safety when interacting with online resources. |
| **Pertinent and Contemporary Issues :** |
| ● Education for Sustainable Development and Consumer literacy |
| ● Disaster Risk Reduction and Consumer protection: as learner observes safety when handling sharp tools, clay or recycled materials and washing of hands after handling materials |
| **Values:** |
| ● Responsibility; as learner observes safety while using cutting tools ,handling clay and organising their working area neatly |
| **Links to Other Subjects** |
| ● English: to teach new terminology-Modelling |
| ● Integrated Science: in making and studying models |

| Assessment Rubric | | | | |
|---|---|---|---|---|
| **Indicators** | **Exceeds Expectation** | **Meets Expectation** | **Approaches Expectation** | **Below Expectation** |
| Ability to analyse the elements and principles of 3 Dimensional modelled sculptures | Comprehensively explores and discusses elements and principles of 3 Dimensional modelled sculptures | Correctly explores and discusses elements and principles of 3 Dimensional modelled sculptures | Explores and discusses some elements and principles of 3 Dimensional modelled sculptures | Explores and discusses a few elements and principles of 3 Dimensional modelled sculptures with prompts |
| Ability to create clay modelled sculptural forms for self-expression | Creatively models clay modelled sculptural forms with suitable materials, precise joining, neat finish and with reference to elements and principles of 3D art | Models clay modelled sculptural forms with suitable materials, proper joining, finish and reference to elements and principles of 3D art | Models clay sculptural forms with some challenges on either suitability of materials, joining, finish or reference to elements and principles of 3D art | Shoddily models clay sculptural forms with challenges on suitability of materials, joining, finish or reference to elements and principles of 3D art |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experience | Key Inquiry Question |
|---|---|---|---|---|
| **4.0 Indigenous Crafts** | **4.1 Sculpture 4.1.3 Casting technique** (6lessons) | By the end of the sub strand, the learner should be able to: <br> a) analyse samples of one-piece mould casting to familiarise with the concept, <br> b) cast sculptural forms using one piece mould for skill development, <br> c) appreciate own and others' cast sculptures. | Learner is guided to: <br> ● watch actual or virtual demonstration of one-piece mould casting and discuss the process and the materials and tools used. <br> ●collaboratively; <br> - source materials and tools required (*papers, glue, cutting tools, mixing containers*) <br> - select a simple one-piece mould (*bowl, plate or saucer etc*) <br> - prepare clay or papier maché for casting <br> - cast forms using the outer part of the one-piece mould while paying attention to; <br> - size and thickness of the walls <br> - finishing techniques <br> - display and critique own and others' cast sculptures. | 1. How can you prevent clay or papier maché from sticking on to the mould? <br> 2. Why is casting technique important as an artwork production method? |

**Core Competencies to be Developed:**
- Communication:  as the learner pays attention to the person who is speaking, takes turns in conversation and speaks clearly and effectively about own and others' work during group activity
- Collaboration: as learner shows interest in working together with others during group work, shares information and shows respect towards other learner
- Digital literacy as the learner operates digital devices and observes safety when interacting with online resources.
- Self-efficacy: as the learner demonstrate persistence, commitment, and resilience, recovers quickly from disappointments and setbacks and portrays a sense of self-worth
- Citizenship: as the learner exchange information on the types of cast sculptures found in their community and is sensitive to environmental conservation

**Pertinent and Contemporary Issues :**

Learner to be sensitized on;
- Education for Sustainable Development and Consumer literacy
    - Disaster Risk Reduction and Consumer protection: as learner observes safety when handling sharp tools, clay or recycled materials and washing of hands after handling materials

**Values:**
- Responsibility; as learner observes safety while using cutting tools, handling clay, Engages in assigned roles/duties and organising their working area neatly

**Links to Other Subjects:**
- Social studies; to teach on artistic  cultural heritage in regards to Kenyan communities

| Assessment Rubric | | | | |
|---|---|---|---|---|
| **Indicators** | **Exceeds Expectation** | **Meets Expectation** | **Approaches Expectation** | **Below Expectation** |
| Ability to analyse samples of one-piece mould casting to familiarise with the concept | Analyses, discusses and documents the process and the materials and tools used in one-piece mould casting | Analyses and discusses the process , materials and tools used in one-piece mould casting | Analyses and but has challenges discussing either the process, materials and tools used in one-piece mould casting | Shallowly analyses and but has challenges discussing the process, materials and tools used in one-piece mould casting |
| Ability to cast sculptural forms using one piece mould for skill development | Creatively casts intricate forms using one piece mould with suitable materials and proper finish | Appropriately casts a form using one piece mould with suitable materials and proper finish | Casts a form using one piece mould with some challenges on suitability of materials or finish | Casts a form using one piece mould with challenges on suitability of materials and finish |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experience | Key Inquiry Question |
|---|---|---|---|---|
| **4.0 Indigenous Crafts** | **4.2 Pottery 4.2.1 Slab technique** (6 lessons) | By the end of the sub strand, the learner should be able to: <br>a) analyse characteristics of sample functional slab vessels, <br>b) model a functional vessel using slab technique, <br>c) decorate the vessel using a combination of techniques, <br>d) fire the modelled vessels in the down draught kiln,. <br>e) critique own and others' fired slab vessels. | Learner is guided to : <br>● study characteristics of actual or virtual samples of functional slab vessels with focus on; <br>　　*-shape* <br>　　*-dimensions* <br>　　*-thickness of walls* <br>　　*-decoration* <br>● model a vessel using slab technique, <br>　　*- preparation of clay* <br>　　*- preparation of slab* <br>　　*-partial drying of slabs* <br>　　*- preparation of slip* <br>　　*-joining of slabs* <br>　　*- drying of vessels* <br>● decorate the vessel using any of techniques <br>　- *embedding* <br>　- *slip trailing* <br>　- *inlaying* <br>　- *burnishing* | 1. How can you enhance the beauty of the modelled vessel? <br>2. What can you do to ensure that the vessel you have made does not crack during the drying and firing processes? |

| | | | <ul><li>collaboratively build a down draught kiln in readiness for firing.</li><li>collaboratively arrange and fire the modelled vessels in the down draught kiln with focus on;-<ul><li>*arrangement of models in the kiln,*</li><li>*soil cover*</li><li>*monitoring strategy (placement of forms in the kiln, temperature control, removal of forms from kiln)*</li></ul></li><li>display and critique own and others' work.</li></ul> | |
|---|---|---|---|---|

**Core Competencies to be Developed:**
- Communication and collaboration :as the learner interacts, speaks clearly and effectively about own /others' work and shares information with others during group activity
- Learning to learn : as learner seeks advice, information, and support when appropriate, works collaboratively and reflects on own work and adjusts accordingly
- Self-efficacy :as the learner appreciates own and others' artwork during group activities
- Citizenship: as the learner exchange information on the types of vessels found in their community.
- Digital literacy :as the learner interact with online resources for information on characteristics virtual samples of functional slab vessels

**Pertinent and Contemporary Issues :**
- Education for Sustainable Development and Consumer literacy
- Health education, Disaster Risk Reduction and Consumer protection: as learner observes safety when handling sharp tools, clay or recycled materials and washing of hands after handling materials

**Values:**
- Responsibility: as learner observe safety while using cutting tools ,handling clay and organising their working area neatly

**Links to Other Subjects**
- Social studies:  to teach on artistic  cultural heritage in regards to Kenyan communities

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to analyse characteristics of sample functional slab vessels | Comprehensively explores and discusses characteristics of sample functional slab vessels with focus on; *dimensions, thickness of walls and decoration* | Explores and discusses characteristics of sample functional slab vessels with focus on; *shape, dimensions, thickness of walls and decoration* | Explores sample functional slab vessels but has challenges discussing  either *shape, dimensions, thickness of walls or decoration* | Explores sample functional slab vessels but  has challenges discussing *shape, dimensions, thickness of walls  and decoration* |
| Ability to model a functional vessel using slab technique | Creatively models a functional vessel using slab technique with focus on preparation of slip, joining of slabs and drying of vessels | Models a functional vessel using slab technique with focus on preparation of slip, joining of slabs and drying of vessels | Models a functional vessel using slab technique but has challenges with either preparation of slip, joining of slabs or drying of vessels | Shoddily models a functional vessel using slab technique but has challenges with preparation of slip, joining of slabs and drying of vessels |

| Ability to decorate the vessel using a combination of techniques. | Creatively decorates the vessel using a combination of techniques; embedding, slip trailing, inlaying and burnishing | Correctly decorates the vessel using a combination of techniques; embedding, slip trailing, inlaying and burnishing | Decorates the vessel the vessel using a combination of 3-4 techniques | Decorates the vessel the vessel using a combination of 1-2 techniques |
|---|---|---|---|---|
| Ability to fire the modelled vessels in the down draught kiln.<br>- *Preparation of kiln*<br>- *Placement of forms*<br>- *Temperature control*<br>- *Removal of forms from kiln* | Systematically and correctly fires the vessel in a down draught kiln taking into account the 4 aspects and with no breakages | Correctly fires the vessel in a down draught kiln taking into account the 4 aspects | Fires the vessel in a down draught kiln with some challenges- incomplete firing due to low temperature, a few breakages | Fires the vessel in a down draught kiln with many challenges- incomplete firing due to low temperature, many breakages |

Not for Sale

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experience | Key Inquiry Question |
|---|---|---|---|---|
| **4.0 Indigenous Crafts** | **4.2 Pottery 4.2.2 Pellet technique** (8 lessons) | By the end of the sub strand, the learner should be able to: a) analyse a demonstration on pellet technique to acquaint with the process, b) model a functional vessel using pellet technique, c) decorate the modelled vessel using different techniques, d) build a down draught kiln in readiness for firing, e) fire the modelled vessels in the down draught kiln, f) appraise own and others' fired vessels. | Learner is guided to : <br>• study and discuss an actual demonstration or video on pellet technique focusing on;- <br> - *size of the ball,* <br> - *even pressing of the wall/pinching* <br> - *smoothing/finishing* <br>• model a vessel using pellet technique <br> - *preparation of clay* <br> - *making of pellets* <br> - *joining pellets (moist to moist and slip method)* <br> - *smoothening* <br> - *drying* <br>• decorate the modelled vessel using different techniques (*embedding, slip trailing, inlaying*). | 1. What is the importance of firing clay vessels? 2. Why do we need to embellish clay vessels? |

| | | | • collaboratively build a down draught kiln in readiness for firing. • collaboratively arrange and fire the modelled vessels in the down draught kiln with focus on;- - *arrangement of models in the kiln,* - *soil cover* - *monitoring strategy* • critique own and others' fired vessels. | |
|---|---|---|---|---|

**Core Competencies to be Developed**

- Communication: as the learner pays attention to the person who is speaking, takes turns in conversation and speaks clearly and effectively about own and others' work during group activity
- Collaboration: as learner shows interest in working together with others during group work, shares information and shows respect towards other learner
- Learning to learn : as the learner Seeks advice, information, and support when appropriate, works collaboratively and reflects on own work , adjusts accordingly and Shares what they have learned
- Self-efficacy as the learner appreciates own and others' artwork during group activities
- Citizenship as the learner exchanges information on the types of vessels found in their community and appreciates diverse cultures.
- Digital literacy as the learner operates digital device, interact with online resources for information on characteristics virtual samples of functional slab vessels

**Pertinent and Contemporary Issues :**

Learner to be sensitized on;

- Education for Sustainable Development and Consumer literacy
- Health Education, Disaster Risk Reduction and Consumer protection: as the learner observes safety when handling sharp tools, clay or recycled materials and washing of hands after handling materials

**Values:**

- Responsibility; as learner observes safety while using cutting tools ,handling clay, firing of models, organising their working area neatly and offers leadership and guidance to others

**Links to Other Subjects**

- Social studies:  to teach on artistic  cultural heritage in regards to Kenyan communities
- Agriculture: as learner learns about types of soils and characteristics

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to analyse a demonstration on pellet technique to acquaint with the process | Comprehensively studies and discusses demonstration on pellet technique in regards to size of the pellet, even pressing of the wall and smoothing/finishing | Correctly studies and discusses demonstration on pellet technique in regards to size of the pellet, even pressing of the wall and smoothing/finishing | Studies and discusses demonstration on ball/pellet technique with some challenges on in regards to either size of the pellet, even pressing of the wall or smoothing/finishing | Studies and discusses demonstration on ball/pellet technique with  challenges on in regards to size of the pellet, even pressing of the wall and smoothing/finishing |

| Model a functional vessel using pellet technique | Creatively models a functional vessel with keen attention to preparation of clay, making of ball pellets, joining pellets, smoothening and drying | Models a functional vessel with attention to preparation of clay, making of ball pellets, joining pellets, smoothening and drying | Models a functional vessel but having challenges in either preparation of clay, making of ball pellets, joining pellets, smoothening or drying | Shoddily models a vessel but having challenges in preparation of clay, making of ball pellets, joining pellets, smoothening and drying |
|---|---|---|---|---|
| Ability to decorate the modelled vessel using different techniques | Creatively decorates the vessel using a combination of techniques. *Embedding, slip trailing, inlaying,* | Correctly decorates the vessel using a combination of techniques; embedding, slip trailing, and inlaying | Decorates the vessel using a combination of 2-3 techniques | Shoddily Decorates or not decorates the vessel with . *Embedding, slip trailing, inlaying* technique |
| Ability to build a down draught kiln in readiness for firing. | Systematically and collaboratively builds a down draught kiln in readiness for firing. | Collaboratively and correctly builds built a down draught kiln in readiness for firing. | Collaboratively builds a down draught with some challenges | Hardly collaborates to build a down draught kiln in readiness for firing. |
| Ability to fire the modelled vessels in the down draught kiln | Collaboratively schematically fires the modelled vessel in the down draught kiln with keen attention on arrangement of models in the kiln, soil cover and monitoring strategy | Collaboratively and correctly fires the modelled vessels in the down draught kiln with focus on arrangement of models in the kiln, soil cover and monitoring strategy | Collaboratively fires the modelled vessels in the down draught kiln with some challenges on either arrangement of models in the kiln, soil cover and monitoring strategy | Hardly collaborate to fire the modelled vessel |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experience | Key Inquiry Question |
|--------|-----------|---------------------------|-------------------------------|----------------------|
| **4.0 Indigenous Crafts** | **4.3 Weaving 4.3.1 Pile Weave**<br><br>( 6 lessons) | By the end of the sub-strand, the learner should be able to:<br>a) analyse samples of pile weave structure to understand the concept,<br>b) make a frame loom using mitre joints to be used in pile weaving,<br>c) create a two colour wall hanging using pile weave for self-expression,<br>d) apply finishing techniques on the wall hanging,<br>e) appreciate own and others' woven artwork. | The learner is guided to:<br>• analyse virtual or and actual samples of 2/2 twill weave on:<br>  - *materials and tools used*<br>  - *weaving device (frame loom)*<br>• make a frame loom using mitre joints to be used in weaving with emphasis on:<br>  - *alignment of joints*<br>  - *sturdiness of the frame*<br>  - *nail spacing*<br>  - *observe safety precautions while handling materials and tools*<br>• Select and reuse flexible weaving materials available in the locality, namely; -<br>  - *woollen yarn*<br>  - *Plain coloured cloth*<br>• warp the loom in pairs, with emphasis on:<br>  - *equal tension of warps* | 1. Why is it important to maintain even tension during weaving?<br>2. How can you finish a woven wall hanging? |

| | | | <ul><li>in pairs weave wall hanging in 2 colours on a frame loom, taking into account the following:<br>- *use of plain weave before and after successive rows of ghiorde knots to secure them in position*<br>- weaving defects; - - -<br>*Waisting*<br>*-Sagging*</li><li>explore and apply finishing techniques on the woven scarf with emphasis on;<br>- *knotting*<br>- *tasseling (trimming /alignment, uniformity, colour alternation)*</li><li>displays and critique own and others' woven wall hanging..</li></ul> | |

**Core Competencies to be Developed:**
- Communication: as the learner pays attention to the person who is speaking, takes turns in conversation and speaks clearly and effectively about own and others' work during group activity
- Collaboration: as learner shows interest in working together with others during group work, shares information and shows respect towards other learner

| | |
|---|---|
| ● Learning to learn :as the learner explores and learns ghiorde knots from each other and Reflects on own work and adjusts accordingly | |
| ● Imagination and creativity as the learner plans, designs and applies appropriate finishing techniques on the wall hangings and creates using locally available materials | |

**Pertinent and Contemporary Issues :**
- Health Education : learner to be sensitized on safety when handling sharp cutting tools and hygiene in regards to washing hands after handling materials as well as prudent use of resources
- Consumer literacy (consumer protection) as the learner follow instructions and observes safety measures when handling materials and tools

**Values:**
- Unity: as learner works harmoniously in pairs, take turns in activities /conversation collaborates with others
- Responsibility: as the learner reuses uses materials sparingly and takes care of them.

**Links to Other Subjects**
English: to teach terminologies – frame loom, ghiorde knots


**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to analyse samples of pile weave structure to understand the concept, | Comprehensively analyses samples of pile weave structure in terms of materials, tools and weaving device used. | Analyses the materials, tools and weaving device used. | Has some difficulty analysing either the materials, tools or weaving device used | Has difficulty analysing either the materials, tools and weaving device used |
| Ability to make a frame loom using mitre | Skillfully makes a sturdy frame loom using mitre joints. | Appropriately makes a frame loom using mitre joints. | makes a frame loom with some loose mitre joints. | Makes a frame loom with all mitre joints loose |

| joints to be used in pile weaving | | | | |
|---|---|---|---|---|
| Ability create a two colour wall hanging using pile weave | Creatively weaves a wall hanging using 2 colours that has no defects, pattern and colours are vividly depicted. | Weaves a wall hanging using 2 colours that has no defects, pattern and colours are vividly depicted. | Weaves a wall hanging using 2 colours, but has some defects | Weaves a wall hanging using 1or 2 colours, with defects, undefined pattern and colours |
| Ability to apply finishing techniques on the wall hanging | Creatively and correctly finishes the wall hanging using knotting /tasseling. | Correctly finishes the wall hanging using knotting /tasseling. | Has some difficulty finishing the wall hanging using either knotting or tasseling. | Has difficulty finishing the wall hanging using knotting and tasseling. |

# COMMUNITY SERVICE LEARNING PROJECT

**Introduction**
In Grade 8, focus is on making preparations to undertake a CSL activity of their own choice. They will be required to identify a community problem through research, plan and come up with solutions to solve the problem. The preparations will be carried out in groups. Learners will build on CSL knowledge, skills and attitudes acquired during Life Skills Education as well as other subjects.

**CSL Skills to be covered:**
   i) **Leadership**: Learners develop leadership skills as they undertake various roles during preparation.
  ii) **Financial Literacy and Entrepreneurship Skills:** Learners will gain skills on wise spending, saving and investing for sustained economic growth. They could consider ways of generating income as they undertake the CSL project through innovation ways. Moreover, they could identify business ideas and opportunities as well as resources to meet the needs of the community.
 iii) **Research:** Learners will be expected to identify a problem or pertinent issue in the community and indicate how the problem will be solved. They will also acquire skills on how to report their findings.
  iv) **Communication:** Learners indicate reporting mechanisms to be used during the actual project e.g., how they intend to communicate with members of the community, either online or offline.
   v) **Citizenship:** As learners engage in the CSL activities for this Grade, they will be vested with the rights, privileges and duties of a citizen, hence giving them a sense of belonging and attachment to the nation. They will also be empowered to engage and assume active roles in shaping a more peaceful, tolerant and inclusive society.
  vi) **Life Skills Education:** Learners will be equipped with life skills including decision making, assertiveness, effective communication, problem solving and stress management. This will enable them to manage interpersonal relationships, develop leadership skills as well as discover and grow their talents.
 vii) **Community Development:** Learners will be empowered with skills necessary to effect relevant change including building stronger and more resilient communities.

| Suggested PCIs | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Questions |
|---|---|---|---|
| • Environmental degradation<br>• Life style diseases<br>• Communicable and non-communicable diseases<br>• Poverty<br>• Violence in community<br>• Food security issues<br>• Conflicts in the community<br><br>**Note:**<br>The suggested PCIs are only examples. Teachers should allow learners to identify PCIs as per their context and reality. | By the end of the CSL project, the learner should be able to:<br>a) identify a problem in the community through research,<br>b) plan to solve the identified problem in the community,<br>c) design solutions to the identified problem,<br>d) appreciate the need to belong to a community. | The learner is guided to:<br>● brainstorm on pertinent and contemporary issues in their community that need attention in groups<br>● choose a PCI that needs immediate attention and explain why in groups<br>● carry out research using digital devices print media/interactions with members of the community/resource persons in identifying a community problem to address in groups<br>● discuss possible solutions to the identified issue in groups<br>● propose the most appropriate solution to the problem in groups<br>● discuss ways and instruments they can use to collect data on the problem (questionnaires, interviews, observation schedule, etc)<br>● develop instruments for data collection<br>● identify resources needed for the CSL project (human, technical, financial)<br>● discuss when the project will begin and end<br>● prepare a programme/timetable of the entire project execution<br>● Assign roles to be carried by all group members | 1. How does one determine community needs?<br>2. Why is it necessary to make adequate preparations before embarking on a project? |

| | | ● reflect on how the project preparation enhanced learning. | |
|---|---|---|---|

**Key Component of CSL developed**
a) Identification of a problem in the community through research
b) planning to solve the identified problem
c) designing solutions to the identified problem

**Core Competencies to be Developed:**
- Communication and collaboration: Learners will make the preparations in groups and conduct discussions on best ways of carrying out the project.
- Self-efficacy: Learner develops the skills of self-awareness and leadership as they undertake the CSL project
- Creativity and Imagination: Learner will come up with creative ways of solving the identified community problem
- Critical Thinking and Problem Solving: Learners will demonstrate autonomy in identifying a community need, exploring plausible solutions and making necessary preparations to address the problem.
- Digital Literacy: Learner can use technology when as they research on a community problem that they can address.
- Learning to Learn: Learner gains new knowledge and skills as they identify a community problem to be addressed and make preparations to carry out the project.
- Citizenship: This is enhanced as learner chooses a PCI that needs immediate attention in the community.

**Pertinent and contemporary Issues**
- Social cohesion as learner discusses possible solutions to the identified issue.
- Critical thinking as learner discusses possible solutions to the identified issue.

**Values**
- Integrity as learner carries out research using digital devices and print media as they identify a community problem to address.
- Respect as learner brainstorms on pertinent and contemporary issues in their community that need attention

| Assessment Rubric | | | | |
|---|---|---|---|---|
| Indicator | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
| Ability to identify a problem in the community through research | Correctly and precisely identifies a problem in the community through research | Correctly identifies a problem in the community through research | Partially identifies a problem in the community through research | Partially identifies a problem in the community through research with prompts |
| Ability to plan to solve the identified problem | Accurately and systematically plans to solve the identified problem | Accurately plans to solve the identified problem | Plans to solve the identified problem leaves out some details | With assistance plans to solve the identified problem but leaves out many details |
| Ability to design solutions to the identified problem | Correctly and elaborately designs solutions to the identified problem | Correctly designs solutions to the identified problem | Partly designs solutions to the identified problem | Partly designs solutions to the identified problem with prompting |

# APPENDIX: SUGGESTED NON FORMAL ACTIVITIES, ASSESSMENT METHODS AND LEARNING RESOURCES

**Suggested Non-Formal Activities to Support Learning**
1. In-house/inter school exhibitions of learners' artwork.
2. Art clubs to enhance practise of skills.

**Suggested Assessment Methods**
1. Question and answer
2. Portfolio
3. Discussion,
4. Observation
5. Demonstration

**Suggested Learning Resources**

| Strand | Sub-Strand | Resources |
|---|---|---|
| **1.0 Marketing artworks** | **1.1Costing of artworks** | Actual or virtual   priced 2D (Two Dimensional) and 3D (Three Dimensional) artworks, colours, paper ,drawing and colouring tools . |
| **2.0 Picture Making** | **2.1Two -point Perspective Drawing** | Pencils, eraser, ruler, drawing book, assorted geometric forms, digital resources , samples of two -point perspective drawings of cuboids. |

| | 2.2 Painting | Colours/paints brushes, paper, pencil, painting surfaces, containers, water, digital resources. |
|---|---|---|
| | 2.3 Mosaic | Papers, glue, blades and paper cutting tools, containers card boards and other locally available materials digital resources. |
| **3.0 Multimedia Arts(2 dimensional Art)** | **3.1 Traditional 2 Dimension Animation** | Pencils, paper, cutting tools, strings, staples, video clips on flipbooks, digital resources. |
| | **3.2 Graphic Design** (logo and trade mark design ) | Paper, pencil, colour, ruler, digital devices, paint brushes , containers. |
| **3.0 Multi Media Arts (3dimensional Art)** | 3.**3Ornamentation** of Objects Using Yarn | Found Objects, Yarns Of Different Colours, digital resources. |
| | **3.3 Ornamentation** of Objects Using paper | Found Objects, papers of different colours, glues, containers, digital resources. |
| **4.0 Indigenous Crafts** | **4.1Sculpture** (assemblage and construction) | Wires, pliers, papers, drawing tools sketch papers or book and digital resources. |
| | **4.1Sculpture**( clay Modelling ) Casting | Clay, modelling tools, containers, water, sponge, pencils, drawing paper, digital resources. |
| | **4.2Pottery** (Slab technique) | Clay, modelling tools, containers, water, sponge, pencils, drawing paper, decorating tools, digital resources. |
| | **4.2 Pottery**(Ball/Pellet technique) | |
| | **4.3 Weaving** ( Pile Weave ) | Old fabrics, wool, sisal, wood, nails, strings, pieces of wood for making frame loom, rulers , hammer , dyes |

| | | and colours , containers, needles . Wood cutting tools, scissors, digital resources cloth, shuttle, shed stick. |
|---|---|---|

**Abbreviations**
- **(PCIs**): Pertinent and Contemporary Issues
- **ICT:** Information Communication Technology
- **2D :** Two Dimensional Artworks
- **3 D :** Three Dimensional Artworks
- **CSL:** Community Service Learning Project