

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	CORE COMPETENCE	VALUES	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REF L
1	1										
2	1-2	PICTURE MAKING	<b>Drawing from observation</b>	By the end of the sub-strand, the learner should be able to; a) use appropriate tools to draw simple pictures b) draw simple representation from observation c) appreciate each other's, drawing	1. What do you use for drawing? 2. Why do you like drawing? 3. What would you like to draw? 4. What do you like about your drawing	Communication and collaboration Critical thinking and problem solving Self efficacy Imaginative and creative	Responsibility	Learners to be guided on how to use drawing tools. <input type="checkbox"/> Learners to be observe personal safety as they handle and sharpen pencils. <input type="checkbox"/> Learners to be encouraged to draw pictures within margin <input type="checkbox"/> Learners draw simple picture from observation <input type="checkbox"/> Learners to discuss their drawings in pairs and groups <input type="checkbox"/> Learners could be guided to draw pictures using ICT devices	Realia Charts pictures	1.Observation 2.Oral questions	
3	1-2		<b>Drawing from memory</b>	By the end of the sub-strand, the learner should be able to; a) identify drawing materials b) use appropriate tools to draw simple pictures c) draw symbolic representation of things	What do you use for drawing? 2. Why do you like drawing? 3. What would you like to draw? 4. What do you like about your	Communication and collaboration Critical thinking and problem solving Self efficacy Imaginative	Responsibility	Guide learners to identify drawing materials <input type="checkbox"/> Learners to be guided on how to use drawing tools. <input type="checkbox"/> Learners draw simple picture from	Realia Charts pictures	.Observation 2.Oral questions	

				found in the classroom from memory d) appreciate each other's, drawing	drawing	and creative		memory <input type="checkbox"/> Learners could be guided to take a photo of their drawn pictures using different devices <input type="checkbox"/> Learners to be encouraged to draw pictures within margin <input type="checkbox"/> Learners to discuss their drawings in pairs and groups <input type="checkbox"/> Learners to be observe personal safety as they handle and sharpen pencils. <input type="checkbox"/> Learners could draw using the tools available on various computing			
4	1-2	<b>PICTURE MAKING TECHNIQUES</b>	<b>Printing</b>	By the end of the sub-strand the learner should be able to, a) identify printing materials b) develop simple printing tools	Which materials do you use for printing? 2. Which materials do you use for making printing patterns? 3. Which printing do you like	Communication and collaboration Critical thinking and problem solving Self efficacy Digital literacy Imaginative and creative	Responsibility	Guide learners to identify local materials used for printing <input type="checkbox"/> Guide the learner to pick materials for printing <input type="checkbox"/> Guide the learner to apply solution on an object and register the first print for creativity <input type="checkbox"/> Guide the learner register subsequent prints into a pattern as others observe	<b>Realia Charts pictures</b>	<b>.Observation 2.Oral questions</b>	

5	1-2	<b>PICTURE MAKING TECHNIQUES</b>	<b>Printing</b>	By the end of the sub-strand the learner should be able to.,  c) create patterns using different objects for creativity d) appreciate own and other pupils work	Which materials do you use for printing? 2. Which materials do you use for making printing patterns? 3. Which printing do you like	Communication and collaboration Critical thinking and problem solving Self efficacy Digital literacy Imaginative and creative	Responsibility	<input type="checkbox"/> Guide learners to work in groups to enhance collaboration <input type="checkbox"/> Guide learners to display printed materials <input type="checkbox"/> Learners could be guided to take photos of their printed materials using mobile phones or digital cameras	<b>Realia Charts pictures</b>	Observation	
6	1-2		<b>Colouring</b>	By the end of the sub-strand the learner should be able to; a) recognize common colours in the environment for use in colouring	Which is your favourite colour? 2. What would you do if your pencil breaks? 3. What do you like colouring	Communication and collaboration Critical thinking and problem solving Self efficacy Digital literacy Imaginative and creative	Responsibility	Guide learners to identify colours of different objects around them. <input type="checkbox"/> Learners could be guided to observe the different colours in various computing devices	<b>Realia Charts pictures</b>	<b>.Observation 2.Oral questions</b>	
7	1-2		<b>Colouring</b>	By the end of the sub-strand the learner should be able to;  b) display ability to use	Which is your favourite colour? 2. What would you do if your	Communication and collaboration Critical thinking and	Responsibility	Learners to do free colouring individually or in groups as they	<b>Realia Charts pictures</b>	<b>.Observation 2.Oral questions</b>	

				colour media freely for enjoyment	pencil breaks? 3. What do you like colouring	problem solving Self efficacy Digital literacy Imaginative and creative		observe personal safety. <input type="checkbox"/> Learners clear working area in turns and store the colouring materials. <input type="checkbox"/> Guide learners to display their work <input type="checkbox"/> Learner could be guided to take photos of their coloured drawings <input type="checkbox"/> Encourage learners to talk about their displayed work <input type="checkbox"/> Learners could be guided to use computer drawing tools to colour some generated shapes		<b>ns</b>	
8	1-2		<b>Colouring</b>	By the end of the sub-strand the learner should be able to;  c) appreciate and talk about their work	Which is your favourite colour? 2. What would you do if your pencil breaks? 3. What do you like colouring	Communication and collaboration Critical thinking and problem solving Self efficacy Digital literacy Imaginative and creative	Responsibility	Learners to do free colouring individually or in groups as they observe personal safety. <input type="checkbox"/> Learners clear working area in turns and store the colouring materials. <input type="checkbox"/> Guide learners to display their work <input type="checkbox"/> Learner could be guided to take photos of their coloured drawings <input type="checkbox"/> Encourage learners to talk	<b>Realia Charts pictures</b>	<b>.Observation 2.Oral questions</b>	

								about their displayed work <input type="checkbox"/> Learners could be guided to use computer drawing tools to colour some generated shapes			
9	1-2	PICTURE MAKING	<b>Painting</b>	By the end of the sub-strand the learner should be able to; a) identify painting materials b) paint freely on paper for familiarization of materials c) use finger technique for painting d) paint freely for enjoyment e) appreciate own and others painted work	Why do we paint? 2. What do we use to paint? 3. What can we paint	Communication and collaboration Critical thinking and problem solving Self efficacy Digital literacy Imaginative and creative	Responsibility	Guide Learners to identify painting materials <input type="checkbox"/> Organize learner to paint freely in pairs/groups <input type="checkbox"/> Learners to paint objects using finger technique. <input type="checkbox"/> Learners to appreciate own and others paintings <input type="checkbox"/> Learners could be guided to take photos of their paintings	Realia Charts pictures	.Observation 2.Oral questions	
10	1-2	PICTURE MAKING	<b>Painting</b>	By the end of the sub-strand the learner should be able to; a) identify painting materials b) paint freely on paper for familiarization of materials c) use finger technique for painting d) paint freely for enjoyment e) appreciate own and others painted work	Why do we paint? 2. What do we use to paint? 3. What can we paint	Communication and collaboration Critical thinking and problem solving Self efficacy Digital literacy Imaginative and creative	Responsibility	Guide Learners to identify painting materials <input type="checkbox"/> Organize learner to paint freely in pairs/groups <input type="checkbox"/> Learners to paint objects using finger technique. <input type="checkbox"/> Learners to appreciate own and others paintings <input type="checkbox"/> Learners could be guided to take	Realia Charts pictures	.Observation 2.Oral questions	

								photos of their paintings			
1 1	1- 2	PICTURE MAKING TECHNIQUES	<b>Mosaic</b>	the learner should be able to; a) identify materials for making mosaic b) make mosaic pictures using locally available materials for aesthetics.	Why do we make pictures? 2. Where do we get materials for mosaic pictures 3. What materials do we use for mosaic	Communication and collaboration Critical thinking and problem solving Self efficacy Digital literacy Imaginative and creative	Responsibility	Guide learners to identify materials for making mosaic. <input type="checkbox"/> Guide learners into working groups for collaboration <input type="checkbox"/> Assign group leaders to collect materials <input type="checkbox"/> Guide learners in preparing working surface <input type="checkbox"/> Guide learners to creatively make mosaic pictures from the collected materials. <input type="checkbox"/> Learners could be guided to take photographs of their finished mosaic pictures <input type="checkbox"/> Guide learners to appreciate each other's work. <input type="checkbox"/> Learners to pick and keep materials safely and neatly	<b>Realia Charts pictures</b>	<b>.Observation 2.Oral questions</b>	
1 2	1- 2	PICTURE MAKING TECHNIQUES	<b>Mosaic</b>	the learner should be able to;  a) make collage pictures using locally available materials for enjoyment b) appreciate the use of locally available	Why do we make pictures? 2. Where do we get materials for mosaic pictures 3. What materials do we use for	Communication and collaboration Critical thinking and problem solving Self efficacy	Responsibility	Guide learners to identify materials for making mosaic. <input type="checkbox"/> Guide learners into working groups for collaboration	<b>Realia Charts pictures</b>	<b>.Observation 2.Oral questions 3.written question</b>	

