



CREATIVE ART SCHEME OF WORK GRADE 1 TERM 1

NAME	
TSC NO.	
SCHOOL	



SCHOOL	GRADE	LEARNING AREAS	TIME	YEAR
	ONE	CREATIVE ART ACTIVITIES		2020

Week	Lesson	Strand	Sub strand	Specific learning outcome	Key inquiry question	Learning experiences	Learning resources	Assessment	Remarks
1	1	DRAWING	Line	By the end of the sub strand, the learner should be able to: Identify different types of lines in the environment to use in drawing;	How do we identify types of lines and their characteristics in the environment?	In groups learners are taken for environmental walks and or digital tours to identify types of lines on objects e.g. straight lines, wavy lines, zigzag lines, curved lines etc	Paper, charcoal sticks, crayons, computer.	Oral question, discussion, observation, portfolios.	
	2	DRAWING	Line	By the end of the sub strand, the learner should be able to: create simple forms using a variety of lines through crayon and charcoal media;	How do we draw different types of lines? How do learners react when using charcoal and crayons when drawing?	Learners experiment with crayons and charcoal in drawing varied lines. Learners explore ICT drawing tools to draw varied lines. Learners use lines to draw human and animal forms.	Paper, charcoal sticks, crayons, computer.	Oral question, discussion, observation, portfolios	



2	1	DRAWING	Line	By the end of the sub strand, the learner should be able to: create simple forms using a variety of lines through digital tools; appreciate use of lines in the environment	How do we draw different types of lines? How do learners react when using charcoal and crayons when drawing?	Learners experiment with crayons and charcoal in drawing varied lines. Learners explore ICT drawing tools to draw varied lines. • Learners use lines to draw human and animal forms. • Learners display and sign about their own and others' work	Paper, charcoal sticks, crayons, computer.	Oral question, discussion, observation, portfolios.	
	2	DRAWING	Shapes	By the end of the sub strand, the learner should be able to: identify different types of shapes in the environment to use in drawing; draw different shapes observed in the environment using crayon and or charcoal and or ICT tools;	How do you draw organic shapes and non-organic shapes?	In groups learners are taken for an environmental walk and or digital tour to identify different shapes • Individually learner to draw different shapes (from the environment e.g. cups, books windows etc) using crayons and charcoal media	Papers, crayons, charcoal sticks, textured surfaces in the environment and computer.	Oral question, discussion, observation, portfolios	
3	1	DRAWING	Shapes	By the end of the sub strand, the learner should be able to: have fun drawing different shapes observed from the environment.	What shapes can you identify in the environment? How do you draw organic shapes and non-organic shapes?	Individually, the learner to experiment with ICT tools to draw shapes. • Individually, the learner to display and sign about own and others' wo	Papers, crayons, charcoal sticks, textured surfaces in the environment and computer.	Oral question, discussion, observation, portfolios	
	2	DRAWING	Texture	By the end of the sub strand, the learner should	How do we identify texture?	Learners are taken for an environmental walk	Papers, crayons, charcoal sticks,	Signed questions,	



				be able to: Identify different types of textures to use in drawing	How do we categorise texture for this level?	to experience texture through touch. Learners are guided to rub over surfaces e.g. tree barks, coins, wood floors, walls, furniture, books and other surfaces	textured surfaces in the environment, digital images	discussion, observation, portfolios	
4	1	DRAWING	Texture	By the end of the sub strand, the learner should be able to: to rub charcoal and crayon over paper placed on smooth and rough surfaces to create texture appreciate texture of objects in their environment.	How do we categorise texture for this level? How do we create texture using crayons and charcoal?	Individually, learners explore rubbing-over different textured surfaces and objects e.g. tree barks, coins, bricks, wood, floor etc. Learners display and sign about their own and others' work (describing what they like about the textural effects made on the paper).	Papers, crayons, charcoal sticks, textured surfaces in the environment, digital images	Signed questions, discussion, observation, portfolios	
	2	PAINT AND COLOUR	Making improvised brushes	By the end of the sub strand, the learner should be able to: a) Name materials that can be used to make improvised brushes	What materials can be used to make improvised brushes	Learners could be guided to identify and name materials used for making improvised brushes	Papers, pencils, powder paints, improvised brushes, digital images	Signed questions, discussion, observation, portfolios	
5	1	PAINT AND COLOUR	Making improvised brushes	By the end of the sub strand, the learner should be able to: make simple brushes from local materials	What materials can be used to make improvised brushes	Learners could be guided to collect materials used for making improvised brushes e.g. sisal, pieces of cloth, sponge etc.	Papers, pencils, powder paints, improvised brushes, digital images	Signed questions, discussion, observation, portfolios	



	2	PAINT AND COLOUR	Making improvised brushes	By the end of the sub strand, the learner should be able to: make simple brushes from local materials	What materials can be used to make improvised brushes? How do you make improvised brushes	Learners could be guided to collect materials used for making improvised brushes e.g. sisal, pieces of cloth, sponge etc.	Papers, pencils, powder paints, improvised brushes, digital images	Signed questions, discussion, observation, portfolios	
6	1	PAINT AND COLOUR	Making improvised brushes	By the end of the sub strand, the learner should be able to: use the improvised brushes to paint within the outlines of geometric shapes	What materials can be used to make improvised brushes? How do you make improvised brushes	Make improvised brushes using the materials collected. • Individually learner to use the improvised brushes to colour within the outlines of geometric shapes (e.g. Triangles, circles, rectangles).	Papers, pencils, powder paints, improvised brushes, digital images	Signed questions, discussion, observation, portfolios	
	2	PAINT AND COLOUR	Making improvised brushes	By the end of the sub strand, the learner should be able to: Use the improvised brushes to paint within the outlines of geometric shapes.	What materials can be used to make improvised brushes? How do you make improvised brushes	Make improvised brushes using the materials collected. Individually learner to use the improvised brushes to colour within the outlines of geometric shapes (e.g. Triangles, circles, rectangles).	Papers, pencils, powder paints, improvised brushes, digital images	Signed questions, discussion, observation, portfolios	
7	1	PAINT AND COLOUR	Making improvised brushes	By the end of the sub strand, the learner should be able to: have fun and enjoyment as they make improvised brushes and use them to paint simple forms.	What materials can be used to make improvised brushes? How do you make improvised brushes	Individually learner to use the improvised brushes to colour within the outlines of geometric shapes (e.g. Triangles, circles, rectangles). • Learners to display	Papers, pencils, powder paints, improvised brushes, digital images	Signed questions, discussion, observation, portfolios	



						and sign their own and others' work			
	2	PATTERN MAKING	Line patterns	By the end of the sub strand, the learner should be able to: Observe objects with line patterns in the environment and in digital tools to help in creation of patterns	Where do we find patterns in our environment?	In groups learners to be guided to observe types of line patterns in the environment and in digital tours	Papers, pencils, powder paints, brushes, digital images	Signed questions, discussion, observation, portfolios	
8	1	PATTERN MAKING	Line patterns	By the end of the sub strand, the learner should be able to: create patterns in colour using lines and digital tools;	What patterns do you like?	Individually, the learner to create patterns using lines in colour and digital tools.	Papers, pencils, powder paints, brushes, digital images	Signed questions, discussion, observation, portfolios	
	2	PATTERN MAKING	Line patterns	By the end of the sub strand, the learner should be able to: enjoy creating linear patterns in colour and digital tools.	How do you Create patterns?	Individually display their patterns, and appreciate own and others' patterns.	Papers, pencils, powder paints, brushes, digital images	Signed questions, discussion, observation, portfolios	
9	1		Dot patterns	By the end of the sub strand, the learner should be able to: Observe objects with dot patterns in the environment and in digital media to help in creation of patterns	Where can we find dot patterns around our school? How do you create dot patterns?	In groups learners to be guided to observe types of dot patterns in the environment and in digital media. • Individually, the learner to create patterns using dots in colour or using digital tools.	Papers, coloured pencils, print media, digital devices.	signed questions discussion, observation, portfolios	
	2		Dot patterns	By the end of the sub strand, the learner should be able to: create dot patterns in	Where can we find dot patterns around our school?	Individually display their patterns, and appreciate own and	Papers, coloured pencils, print media, digital devices.	signed questions discussion, observation,	



				colour or using digital tools for self-expression; enjoy creating dot patterns.	How do you create dot patterns?	others' patterns		portfolios	
10	1	PATTERN MAKING	Numeral patterns	By the end of the sub strand, the learner should be able to: observe numbers in the environment to motivate them in creating patterns	Are there patterns made using numerals around us?	In groups, learners be guided to identify numbers in the environment	Papers, coloured pencils, print media.	Signed questions, discussion, observation, portfolios	
	2	PATTERN MAKING	Numeral patterns	By the end of the sub strand, the learner should be able to: create patterns in colour.	Are there patterns made using numerals around us?	Individually, the learner to experiment with numbers to create patterns in colour. • Individually, the learner to experiment with digital tools to create numeral patterns incolour.	Papers, coloured pencils, print media. Papers, coloured pencils, print media.	Signed questions, discussion, observation, portfolios	