



GOVERNMENT OF SIERRA LEONE  
*Ministry of Basic and Senior Secondary Education*

# THE NEW BASIC EDUCATION CURRICULUM FOR SIERRA LEONE (With Effect from December 2020) PRACTICAL ARTS (Class 1 – Form 3)

This subject curriculum is based on the *National Curriculum Framework and Guidelines for Basic Education (revised May 2020)*.

It was prepared by national curriculum specialists, subject experts, and teachers and it is based on a series of nationwide consultations and technical workshops.

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## A MESSAGE TO ALL TEACHERS IMPLEMENTING THE NEW CURRICULUM

It is an exciting time for all teachers, school heads and other education professionals who want to see positive change in Sierra Leone. You are the professionals who have the challenging duty to shape the future for the next generation of young Sierra Leoneans. The future of our children and our nation is in your hands!

As part of the curriculum reform process the Ministry of Basic and Senior Secondary Education (MBSSE) has issued a key reference document to guide future strategies and activities. The ***National Curriculum Framework and Guidelines for Basic Education*** is the basis for designing each subject syllabus in the curriculum. Teachers are urged to access this framework document at MBSSE website: <https://mbsse.gov.sl> or borrow a copy from their Headteacher's or Principal's office. It highlights key principles underlying the new curriculum and outlines strategies for the reform of basic education, as well as providing specific guidance on structure, pedagogy, prescribed subjects, time allocation, etc.

The main reform elements in the new curriculum include: a learner-centered approach; learner-friendly schools; equity and a chance for every child to learn; a focus on learning (not just teaching); support for professional development of teachers; a focus on making schools accountable to local communities (not just MBSSE); support for learning beyond memorizing cognitive content for examinations; a focus on empowering learners to make choices and thrive through the joys of learning; an approach that encourages local interpretation of the syllabus to achieve the prescribed learning outcomes through various methods and with a variety of resources.

There are also five key reform issues that have been made part of an advocacy and popularisation campaign to win support from the public for this type of education reform. These reform issues, which hold great promise for education for development in Sierra Leone, are: **Assessment & Accountability; Equity & Inclusion; Partnerships; Quality & Integrity; and Social Cohesion & Peace Building**. To facilitate popular discussion around these topics MBSSE has issued Advocacy and Guidance Notes on each one, and these can be used to conduct radio discussions and other forms of popular engagement with the public. Teachers can find these notes in the Basic Education Curriculum Framework.

The new Basic Education Curriculum has been structured in three broad stages, so the teaching syllabus for each subject area is designed for Stage 1 (Class 1- Class 3), Stage 2 (Class 4 – Class 6), and Stage 3 (Form 1 – Form 3). We hope this will help teachers to focus on links between different subjects in a particular stage. Teachers may then see more clearly how these subjects combine to help their students achieve the outcomes relating to that stage. This should help teachers move away from a “class-by-class” and “subject-by-subject” view of their job. Instead, teachers will develop a stage-by-stage view of how children develop and learn across subjects. It also gives teachers a sense of what children need to achieve at each stage before moving to the next stage. We hope teachers also see the need to work together like a “Relay Team in Sports”. Each teacher has an obligation to the teacher of the next class to prepare students well and make sure they are ready for that

class. In turn, the teacher of the next class has a duty to help learners make up for weak areas from their previous class, as well as to prepare them for progressing to yet another next class. Teachers also have a duty to challenge and stretch Gifted and Talented learners through more advanced content, resources and assessment.

The three broad stages of Basic Education also help teachers to understand that schools have three years in each stage to help learners achieve certain outcomes. So for children who do not learn well in Class 1, there is still a chance to help them catch up in Class 2 and Class 3, so that they can achieve the learning outcomes prescribed for the first stage (Class 1-3) of Basic Education. This means that instead of failing these children and asking them to repeat Class 1 or Class 2, they can be allowed to proceed to the next class where they should be given help with areas in which they are weak.

However, at the end of each of the three stages there are national assessments which will determine if children are ready to proceed to the next stage. Based on their performance in these examinations, there are two options to consider. Children may be asked to repeat a class in order to retake the examination. Alternatively, they may be allowed to proceed, on condition that they are given remedial support in areas of weakness when they start the next stage. This applies to NPSE and BECE as well as national assessment on reading and mathematics (EGRA and EGMA) at the end of Class 3. Children who do not perform well in EGRA and EGMA may be asked to repeat Class 3 in order to retake these early grade assessments; or they may be allowed to proceed to Stage 2 on condition that they are given remedial support in reading and mathematics during the first year of Stage 2 (i.e. in Class 4).

Keeping these guidelines in mind the outline curriculum and teaching syllabus have been structured along the lines of four key elements that are important for quality in teaching and learning. These elements are outlined briefly below, and teachers are asked to note that they are inter-related. This has been considered by curriculum development practitioners in preparing the outline teaching syllabus to guide teachers on quality classroom practices that reflect the key elements as follows:

- ✧ **Learning Outcomes:** There are different levels of learning outcomes in the document and teachers should note the differences. There are: *General learning Outcomes*, which state what learners are expected to achieve in this subject at the end of each of the three stages; *Specific Learning Outcomes by Grade*, which state what learners are expected to achieve in this subject at the end of each Class/Form in the 9-year Basic Education Cycle; and there are *Specific learning Outcomes by Topic*, which state what learners should achieve in this subject at the end of each of the suggested topics/themes/units (i.e. content) for each grade. Based on the resources at their disposal and the background of their students, teachers may adapt the suggested content to make the lesson more familiar to learners. Content selected in different parts of the country should enable learners to achieve the specified learning outcomes. **It is the learning outcomes that are important, and content is just a way of achieving learning.**

- ✧ **Assessment Methods:** These suggest various ways in which teachers can test to find out how far learners have been able to achieve the expected learning outcomes during, and at the end of, a period of teaching and learning. These assessment methods must match the learning outcomes as an appropriate way of testing for the required results. E.g. testing for *recall* of the memorized definition of a concept cannot tell us if a learner really *understands* or *can make correct use of* that concept.
- ✧ **Teaching Styles or Pedagogy:** These suggest how teachers can go about teaching and organizing learning such that the learners have a good chance of achieving the expected learning outcomes during, and at the end of, a period of teaching and learning. The teaching style used must be closely linked to the learning outcome and assessment method.
- ✧ **Learning & Teaching Resources** which suggest a wide variety of learning materials and teaching aids that can be used to help teachers do their job and to help learners achieve the expected learning outcomes.

## **PRACTICAL ARTS CURRICULUM**

### **If you can't explain it simply, you don't understand it well enough!**

“Some subjects are difficult for pupils. Teachers may know their subject very well, but it is important to see that subject from a pupil's perspective, and to not necessarily assume prior knowledge or skills. As a teacher, you should try to place yourself in the frame of mind of a novice learner, and only by doing this will you be able to fully comprehend your own studies.” Albert Einstein

### **General Learning Outcomes (The learning students should acquire by end of each Basic Education Stage)**

The General Learning Outcomes of a subject tell us what learners *should know or understand* and what they *should be able to do or demonstrate*, as well as what they *should value or reflect in their attitudes/behaviour*. These are the things that learners should achieve by the time they complete each of the three stages of Basic Education. Teachers may use general learning outcomes as a guide to check if the learners are on track for success at the end of each stage of Basic Education.

### **Specific Learning Outcomes by Class/Grade Level**

Specific learning outcomes of a topic or theme indicate what learners *should know or understand* and what they *should be able to do or demonstrate*, as well as what they *should value or reflect in their attitudes/behaviour*. These are the things that learners should achieve by the time they complete the specific topic or theme. Teachers should be guided by specific learning outcomes when planning assessments and tests to check that learners have achieved what is expected of them.

**PRACTICAL ARTS OR EXPRESSIVE ARTS COURSE OUTLINES FROM CLASS 1 - JSS3**

<b>PRACTICAL ARTS ACTIVITIES FOR CLASS ONE (1)</b>			
<b>NO</b>	<b>FIRST TERM</b>	<b>SECOND TERM</b>	<b>THIRD TERM</b>
<b>1.</b>	Straight line patterns	Straight line patterns	Exploring Lines thick, thin. Long, short. Straight, curves etc.
<b>2.</b>	Curved line Patterns	Curved line Patterns	Tracing Letters
<b>3.</b>	Curve and Straight-line Patterns	Curve and Straight-line Patterns	Tracing Numbers
<b>4.</b>	Writing Letters	Writing Letters	Tracing Irregular shapes
<b>5.</b>	Writing Numbers (0-9) only	Writing Numbers (0-9) only	Tracing Regular / geometric shapes
<b>6.</b>	Enclosed Shape Patterns	Enclosed Shape Patterns	Tracing Objects
<b>PRACTICAL ARTS ACTIVITIES FOR CLASS TWO (2)</b>			
<b>NO</b>	<b>FIRST TERM</b>	<b>SECOND TERM</b>	<b>THIRD TERM</b>
<b>1</b>	Designing: Stippling	Designing: Squash out / Butterfly design (stressing symmetry)	Fingerprints creating spiders
<b>2</b>	Blow Design	Driving / Directing colors	Handprints
<b>3</b>	Tracing and Creating lines	Irregular / free-formed shapes.	Tracing and creating objects
<b>4</b>	Tracing and creating Letters	Regular / geometric shapes	My best friend
<b>5</b>	Tracing and creating Numbers (0-9)	My pet	My family
<b>6</b>	Draw Yourself.	Paper collage (Cut and paste colored papers)	Writings and textures clay
<b>PRACTICAL ARTS ACTIVITIES FOR CLASS THREE (3)</b>			
<b>NO</b>	<b>FIRST TERM</b>	<b>SECOND TERM</b>	<b>THIRD TERM</b>
<b>1</b>	Pull-string design	Discovering textured surfaces	Directing and driving colours
<b>2</b>	Wet wash on paper	Tracing and shading shapes	Family of shape (free-formed and geometric shapes)
<b>3</b>	Crayon and Water color wash	Funny faces	A Family of objects.

	technique		
4	Primary colours	Collage pictures (cut and paste colored papers)	Paper Boat
5	Paper fan	Basic shape patterns	Irregular clay forms.
6	Line patterns	Patterned paper hats.	Realistic clay forms (animal, people, insects)

**PRACTICAL ARTS ACTIVITIES FOR CLASS FOUR (4)**

NO	FIRST TERM	SECOND TERM	THIRD TERM
1.	Meaning of Practical Arts and branches.	Forms or solid shapes as element of design.	Meaning and states of colour.
2.	Identifying Art and Artist in our communities.	Still life drawing of objects.	Working with primary colours.
3.	The role of artists in our communities	Okra print	Working with secondary colours.
4.	The elements of design (Space and Dots).	Banana stalk print.	The colour wheel with primary and secondary colors only.
5.	The elements of design (Lines).	Leaf print	Creating tint of colours
6.	Shapes as element of design.	Texture transfer by rubbing	Creating shades of colours

**PRACTICAL ARTS ACTIVITIES FOR CLASS FIVE (5)**

NO	FIRST TERM	SECOND TERM	THIRD TERM
1.	Basic Shapes (circle, oval heart shapes)	My Family	Textured Paper
2.	Basic shapes (square, rectangle, triangle)	Fruits	Colour; Meaning state, primary colours
3.	Basic forms (sphere, cylinder, cone)	My Best Animals	Secondary colours
4.	Basic forms (Cube, cuboids and pyramid)	My Wonderful Innovation	Tertiary colours
5.	Imagine Animal	Prints from Styrofoam	Basic shapes on Papier mache
6.	My Toy.	Potato Print	Collage on blown balloon.

**PRACTICAL ARTS ACTIVITIES FOR CLASS SIX (6)**

NO	FIRST TERM	SECOND TERM	THIRD TERM
1.	Paper stencil and template prints	Paper check weave	Imaginative composition (My Dream

			World)
2.	Random designs: (Asymmetry) stippling, blow, directing colours for a wallpaper/gift wrapper.	Colour Theory: Primary and secondary colours.	Still life drawing
3.	Construction design: (Symmetry) Pull-string/ squash-out	Tertiary colours	Clay craft, meaning, properties of clay, Pinch pot
4.	Making greeting cards: Birthday - Weeding, -Get well soon	Tinting and shading	Coil pot technique
5.	Calligraphy	Relief carving and carving-in-the-round	Slab pot technique
6.	Paper stencil and template prints		

### PRACTICAL ARTS ACTIVITIES FOR FORM ONE (JSS 1)

NO	FIRST TERM	SECOND TERM	THIRD TERM
1	Meaning, Importance, and branches of Practical Arts.	Stencil and templates images and prints.	Basic Attributes of Perspective.
2	Prehistoric Arts-Paleolithic Period.	Creating random designs. (Blow, splash, stippling, directing colours.	One point, Two points and Three points, Vanishing points,
3	Mesolithic Period.	(Counter change) Positive Negative Design.	Screen printing
4	Neolithic Period.	Imaginative Composition.	Elements of Design (Space, dots, lines)
5	Metal Age.	Still-life drawing.	Elements of design (Shapes, forms and texture).
6	Producing a Sketchbook.	Collage pictures. (Kitchen utensils or other basic forms).	Principles of design- Simplicity, Dominance, Limitation, Balance, Unity.
7	Best wishes cards: Birthday, Christmas, Get well soon.	Mono prints.	Gare Tie Dye Batik Crafts



<b>8</b>	Calligraphy (Handwriting).	Clay crafts (Modelling human and animals).	Papier Marche (Dustbin)
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<b>PRACTICAL ARTS ACTIVITIES FOR FORM TWO (JSS2 )</b>			
<b>NO</b>	<b>FIRST TERM</b>	<b>SECOND TERM</b>	<b>THIRD TERM</b>
<b>1</b>	Creating an Art folder (sketch pad)	Still life drawing	Construction patterns (repeat patterns)
<b>2</b>	Abstract design	Basketry	Drawing and Tracing Repeat patterns
<b>3</b>	Imaginative Composition	Country cloth weaving	Units and motif
<b>4</b>	Greeting cards	Weaving terminologies	Counter change (negative and positive prints)
<b>5</b>	Making props	Leather tanning	Construction patterns (repeat patterns)
<b>6</b>	Head Dress Design for entertainment	Tanning methods	Drawing and Tracing Repeat patterns
<b>7</b>	Creating an Art folder (sketch pad)	Still life drawing	Units and motifs
<b>8</b>	Abstract design	Basketry	Counter change (negative and positive prints /design)

<b>PRACTICAL ARTS ACTIVITIES FOR CLASS FORM 3 (JSS3 )</b>			
<b>NO</b>	<b>FIRST TERM</b>	<b>SECOND TERM</b>	<b>THIRD TERM</b>
<b>1</b>	Sierra Leone Artists-(An Introduction) a. Samuel Sami Marco b. Marco s. Conteh c. Hassan Bangura d .Louise Metzger e. Margret Nelson Williams,	Imaginative composition	Louise Metzger
<b>2</b>	Samuel Sani Marco	Perspective	Clay Manipulation Techniques
<b>3</b>	Clay craft, Clay procession a) the wet method b) The dry method of clay processing.	Picture Frame and picture field	Slab Method
<b>4</b>	Manipulative techniques in clay crafts	Categories of perspective	High and Low Relief work
<b>5</b>	New vocabulary found in clay work activities.	Practical work on perspective Drawing	Props (Sword, shields, divination bowl (urn) broom. Magic horn etc
<b>6</b>	Uses of clay Artifacts	Practical Work on	

SUBJECT AREA	SPECIFIC LEARNING OUTCOMES
<b>CLASS 1 (ONE)</b>	
<ol style="list-style-type: none"> <li>1. Random Scribbling.</li> <li>2. Tracing Letters and Numbers shapes.</li> <li>3. Curved and Straight-line patterns.</li> <li>4. Writing Letters and numbers.</li> <li>5. Tracing Irregular and regular shapes and objects.</li> </ol>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>➤ Develop skills of handling material, assuming the correct sitting position and scribble.</li> <li>➤ Gradually progress from random to controlled scribbling.</li> <li>➤ Recognize and perceive elements of design and assume their functions in art.</li> <li>➤ Develop muscular strength and coordinate muscles and mind to produce perceives images.</li> <li>➤ Produce art for self-satisfaction and explore the opportunity to spend their leisure time profitably.</li> </ul>
<b>CLASS 2 (TWO)</b>	
<ol style="list-style-type: none"> <li>1. Designing: Stippling, Blow Design, butterfly, directing colours, and printing.</li> <li>2. Collage.</li> <li>3. Draw Yours, my pet, my best friend and my family.</li> <li>4. Irregular / free-formed shapes.</li> <li>5. Regular / geometric shapes</li> <li>6. Writing and texture clay</li> </ol>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>➤ Explore new material and technique to express themselves.</li> <li>➤ Produce random designs and gradually progress to construction and deliberate levels in expression commensurate to grade level.</li> <li>➤ Explore images and associate them to art concepts.</li> <li>➤ Differentiate between regular and irregular shapes.</li> <li>➤ Create and prepare surfaces that will enhance an art piece.</li> </ul>
<b>CLASS 3 (THREE)</b>	
<ol style="list-style-type: none"> <li>1. Designing wash, Pull-string design, and wet wash on paper.</li> <li>2. Crafts; Paper fan, paper hats, boats in clay forms.</li> </ol>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>➤ Explore new material and technique, and to express themselves.</li> <li>➤ Progress from two-dimensional art to three-dimensional art form.</li> <li>➤ Develop skills to produce desired shades and effects on object.</li> </ul>

<p>3. Discovering texture.  4. Drawing, painting, discovering texture, basic shapes, colours, and Funny faces.  5. Collage pictures (cut and paste coloured papers)</p>	<ul style="list-style-type: none"> <li>➤ Provoke their imagination.</li> <li>➤ Experiment with other materials.</li> <li>➤ Explore more elements of design.</li> </ul>
<b>SUBJECT AREA</b>	<b>SPECIFIC LEARNING OUTCOMES</b>
<b>CLASS 4 (ONE)</b>	
<p>1. Meaning of Practical Arts and branches, Identifying Art and Artist in our communities. The role of artists in our communities.  2. The elements of design (Space and Dots, lines, shapes, and forms).  3. Still life drawing of objects.  4. Prints; Banana stalk print. Leaf print..  5. Texture transfer by rubbing  6. Painting and colours, shades.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>➤ Develop knowledge on the meaning, scope and role of art in general.</li> <li>➤ Explore new material and technique to express themselves.</li> <li>➤ Explore additional elements of art.</li> <li>➤ Exploring additional printing and rubbing techniques in art.</li> <li>➤ Find out how nature can aid artist.</li> <li>➤ Gradually exploring geometric art forms</li> <li>➤ Identify the different state of colours</li> <li>➤ Create different shades of colours.</li> </ul>
<b>CLASS 5</b>	
<p><b>1.</b> Elements of design shapes (circle, oval heart, shapes, forms (sphere, cylinder, cone, cube cuboid and pyramid)  2. Drawing and painting by imagining: Animal, My Toy. My Family, Best Animals, and Wonderful Innovation.  3. Nature study Fruits  4. Prints from Styrofoam, Potato Print.  5. Collage on blown balloon.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>➤ Explore more elements of design</li> <li>➤ Compare and contrast the elements of design</li> <li>➤ Explore new material and technique to express themselves.</li> <li>➤ Develop additional printing techniques.</li> <li>➤ Progress into three-dimensional art.</li> <li>➤ Observe and relate nature into art forms.</li> <li>➤ Make judicious use of discarded materials in our environment.</li> <li>➤ Provoke the imagination of pupils to create and innovate in art.</li> <li>➤ Explore colours and place them in their right categories</li> </ul>
<b>CLASS 6 (THREE)</b>	

<ol style="list-style-type: none"> <li>1. Paper stencil and template prints</li> <li>2. Random designs: (Asymmetry) stippling, blow, and directing colours for a wallpaper/gift wrapper.</li> <li>3. Construction design: (Symmetry) Pull-string/ squash-out, making greeting cards: Birthday, Weeding, Get well soon, and Calligraphy.</li> <li>4. Crafts Paper check weave, Relief carving and carving-in-the-round clay crafts.</li> <li>5. Drawing and painting; Imaginative composition in still life drawing.</li> </ol>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>➤ Differentiate between symmetrical and asymmetrical images in art.</li> <li>➤ Explore additional designing techniques and the uses of the design products.</li> <li>➤ Develop simple weaving skills and the associated terminologies / concepts.</li> <li>➤ Explore new material and technique to express themselves.</li> <li>➤ Engage in handwriting skills.</li> <li>➤ Embark on imaginative composition and direct studies in drawing and painting.</li> <li>➤ Develop pottery and modeling skills with clay and related materials.</li> </ul>
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<b>SUBJECT AREA</b>	<b>SPECIFIC LEARNING OUTCOMES</b>
<b>FORM 1 (ONE)</b>	

<ol style="list-style-type: none"> <li>1. Meaning, Importance, and branches of Practical Arts.</li> <li>2. Prehistoric Arts-Paleolithic Period, Mesolithic Period, Neolithic Period, Metal Age</li> <li>3. Crafts; Producing a Sketchbook, template, stencils, clay crafts, collage, modeling, garatie, dye, and papier mache.</li> <li>4. Designing; Best wishes cards: Birthday, Christmas card, Calligraphy elements of design, and creating random designs. (Blow, principles, splash, stippling, directing colours, (Counter change) Positive and Negative</li> </ol>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>➤ Define Art and state the scope and importance in their communities</li> <li>➤ Identify and differentiate the respective activities the took place in each of the prehistoric periods.</li> <li>➤ Creating and handling art books or art folders.</li> <li>➤ Experiment with other materials and techniques to express themselves.</li> <li>➤ Produce greeting cards that suit specific occasions.</li> <li>➤ Develop advance designing, printing techniques.</li> <li>➤ Develop concepts in perspective, their importance and attributes.</li> </ul>
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<p>Design, mono print screen printing.</p> <p>5. Drawing and painting; Imaginative Composition, Still-life drawing, perspective, vanishing points.</p>	<ul style="list-style-type: none"> <li>➤ Develop advance printing techniques.</li> <li>➤ Identify and tell the uses of the principles of design</li> <li>➤ Work toward creating realistic forms as they appear in nature.</li> <li>➤ Draw and show the three different vanishing points on box - like images.</li> </ul>
<b>FORM 2 (TWO)</b>	
<ol style="list-style-type: none"> <li>1. Crafts; Creating an Art folder (sketch pad) props, basketry, head dress, country cloth, weaving, and tanning.</li> <li>2. Design; greeting cards, construction patterns</li> <li>3. Drawing and painting; Imaginative Composition.</li> <li>4. Still life drawing.</li> </ol>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>➤ Creating and learn how to handle art books or art folders.</li> <li>➤ Create costume, props that are suitable for dramatic performances.</li> <li>➤ Experiment with other materials and techniques to express themselves.</li> <li>➤ Produce greeting cards that suit specific occasions.</li> <li>➤ Develop advance designing, printing techniques.</li> <li>➤ Develop advance printing techniques.</li> <li>➤ Identify and tell the uses of the principles of design.</li> <li>➤ Work toward creating realistic forms as they appear in nature.</li> <li>➤ Develop basic leather tanning skills.</li> <li>➤ Produce construction patterns that will improve their skills in textile design.</li> </ul>
<b>FORM 3 (THREE)</b>	
<ol style="list-style-type: none"> <li>1. Sierra Leone Artists       <ol style="list-style-type: none"> <li>a. Samuel Sami Marco</li> <li>b. Marco S. Conteh</li> <li>c. Hassan Bangura</li> <li>d. Louise Metzger</li> <li>e. Margret Nelson Williams, Samuel Sani Marco.</li> </ol> </li> </ol>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>➤ Study about 4 Sierra Leonean Artists reflecting on their general background, academic pursuits, work experiences and interests in arts.</li> <li>➤ Molding humans and animals out of clay and other related</li> </ul>

<p>2. Clay craft clay techniques, props.  3. Drawing painting; Imaginative composition.  4. Perspective, Picture Frame and picture field, Categories of perspective.</p>	<p>materials.</p> <ul style="list-style-type: none"> <li>➤ Create props, costumes that could be used for dramatic performances.</li> <li>➤ Develop skills in perspective drawing and reflect most of the attributes related to perspective drawing and painting.</li> <li>➤ Explore new material and technique to express themselves.</li> <li>➤ Differentiate between working from imagination and direct studies.</li> <li>➤ Draw and paint images from the different eye views.</li> <li>➤ Draw images from 1, 2, 3, points of perspective.</li> <li>➤ Model clay reflecting several techniques.</li> </ul>
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### CURRICULUM REVIEW IN PRACTICAL ARTS - CLASS 1

<b>Suggested Topics</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Teaching &amp; Learning Resources</b>
<b>FIRST TERM</b>				
1. Random Scribbling	<ul style="list-style-type: none"> <li>➤ Make random line with free hand movement.</li> <li>➤ Draw lines randomly on surfaces (paper, vanguard and chalkboards etc).</li> </ul>	<ul style="list-style-type: none"> <li>a) Warming up exercise of the hand, wrist and finger muscles.</li> <li>b) Guide pupils on sitting position and of handling writing materials.</li> <li>c) Practical work.</li> <li>d) Demonstration on scribbling.</li> <li>e) Supplying materials.</li> <li>f) Challenge children to fill space with random marks.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observing of hand movement.</li> <li>b) Observing line directions.</li> <li>c) Good feedback to learners for good work.</li> </ul>	<ul style="list-style-type: none"> <li>a) Textbook on hand writing.</li> <li>b) Coloured chalk.</li> <li>c) Soft pencils (4B, 6B, and 2B)</li> <li>d) Paper.</li> <li>e) Drawing book.</li> <li>f) Sand tray.</li> <li>g) Slate.</li> </ul>

<p>2. Curved lines Scribbling.</p>	<ul style="list-style-type: none"> <li>➤ Compare curved lines and straight lines.</li> <li>➤ Produce curved scribbles with free hand movement.</li> <li>➤ Draw lines on surfaces (paper, vanguards, chalkboards etc)</li> </ul>	<ul style="list-style-type: none"> <li>a) Warming up of wrist muscles (move wrist joint in all directions)</li> <li>b) Demonstrate correct way of handling and moving writing material.</li> <li>c) Practiced on sand tray</li> <li>d) Produce curved scribbles such as; C, G, J, O, Q, S, U,</li> <li>e) Supplying materials</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe correct handling of writing material and correct sitting posture</li> <li>b) Observing hand movements.</li> <li>c) Observing line directions.</li> <li>d) Positive criticism for confidence building through praises.</li> </ul>	<ul style="list-style-type: none"> <li>a) Textbooks on handwriting.</li> <li>b) Coloured chalk</li> <li>c) Charcoal</li> <li>d) Soft pencils (4B, 6B, and 2B)</li> <li>e) Slate</li> <li>f) Drawing book</li> <li>g) Water colours</li> <li>h) Sand trays</li> </ul>
<p>3. Straight lines scribbling</p>	<ul style="list-style-type: none"> <li>➤ Demonstrate hand movement in creating straight lines. (vertical, horizontal of slanted)</li> <li>➤ Draw straight lines on surfaces (paper, vanguards, chalkboards, sand tray, and wet clay base etc).</li> </ul>	<ul style="list-style-type: none"> <li>a) Compare straight lines and curved lines.</li> <li>b) Do a demonstration on how straight scribbles are made.</li> <li>c) Practice on sand tray, chalk board and drawing book.</li> <li>d) Identify letters with just straight lines from alphabet strip. Eg. A,E,F,H,I,K,L,M,N,T,V,Z</li> <li>e) Supplying materials.</li> <li>f) Identify straight edges on objects in class.</li> </ul>	<ul style="list-style-type: none"> <li>a) Appraise pupils for the correcting of sitting position and handling of scribbling materials.</li> <li>b) Observing hand movements.</li> <li>c) Observing line directions.</li> <li>d) Rewarding learners for good work.</li> </ul>	<ul style="list-style-type: none"> <li>a) Practical Arts textbooks.</li> <li>b) Coloured chalk.</li> <li>c) Drawing book.</li> <li>d) Alphabet chart.</li> <li>e) Paper.</li> <li>f) Soft pencils (4B, 6B, and 2B).</li> <li>g) Water colours.</li> <li>h) Sand trays.</li> </ul>
<p>4. Mixed (Curved and straight lines) Scribbling</p>	<ul style="list-style-type: none"> <li>➤ Demonstrate hand movement and produce both curved and straight lines.</li> <li>➤ Draw lines on surfaces (paper, vanguards, chalkboards sand tray and other surfaces)</li> </ul>	<ul style="list-style-type: none"> <li>a) Supplying materials</li> <li>b) Identifying curved and straight lines created. E.g. B, D, J, P, R. U,</li> <li>c) Comparing edges of objects that have straight and curved edges.</li> <li>d) Find letters and numbers with both straight and curved</li> </ul>	<ul style="list-style-type: none"> <li>a) Observing hand movement of hand.</li> <li>b) Observing line directions.</li> <li>c) Praise pupils who stay on task and work to instruction.</li> </ul>	<ul style="list-style-type: none"> <li>a) Coloured chalk.</li> <li>b) Slate.</li> <li>c) Alphabet and number chart chart.</li> <li>d) Paper / drawing book.</li> <li>e) Drawing book</li> <li>f) Chalk</li> <li>g) Soft pencils (4B, 6B,2B)</li> <li>h) Sand tray</li> </ul>

		lines from the alphabet's strip and number chart.		
5. Tracing Letters and Numbers.	<ul style="list-style-type: none"> <li>➤ Identify and trace letters and numbers.</li> <li>➤ Demonstrate hand movement by tracing edges of letters and numbers.</li> <li>➤ Draw lines on surfaces (paper, vanguards, and chalkboards etc).</li> </ul>	<ul style="list-style-type: none"> <li>a) Demonstration on tracing.</li> <li>b) Supplying materials.</li> <li>c) Description of letters and numbers.</li> <li>d) Observe how children trace each letter.</li> <li>e) Observing hand movement.</li> <li>f) Observing line directions.</li> <li>g) Rewarding learners for good tracing.</li> <li>h) Building the confidence of children through praises.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe letters and numbers.</li> <li>b) Sequencing numbers and letters.</li> <li>c) Trace first letters of their names.</li> </ul>	<ul style="list-style-type: none"> <li>a) Textbook.</li> <li>b) Chalk.</li> <li>c) Translucent tracing paper.</li> <li>d) Paper.</li> <li>e) Vaseline / kerosene,</li> <li>f) Alphabet and number chart.</li> <li>g) Soft pencils (4B, 6B, and 2B).</li> <li>h) Sand tray.</li> <li>i) Light box.</li> <li>j) Slate</li> <li>k) Papers</li> <li>l) Drawing book.</li> </ul>
6. Tracing Shapes	<ul style="list-style-type: none"> <li>➤ Create traces of irregular and regular shapes.</li> <li>➤ Draw basic shapes on surfaces (paper, vanguards, chalkboards etc)</li> <li>➤ Trace from template, stencil, light box and tracing paper.</li> </ul>	<ul style="list-style-type: none"> <li>a) Practical work.</li> <li>b) Demonstration.</li> <li>c) Supplying materials.</li> <li>d) Identifying any two shapes.</li> <li>e) Draw and shade shapes.</li> <li>f) Overlap shapes to create a design.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observing hand movement in tracing shapes</li> <li>b) Observing line directions of shapes.</li> <li>c) Describing shapes.</li> <li>d) Rewarding learners for good work.</li> </ul>	<ul style="list-style-type: none"> <li>a) Textbook</li> <li>b) Chalk</li> <li>c) A4 paper</li> <li>d) Vaseline / kerosene</li> <li>e) Charcoal</li> <li>f) Cutout shapes</li> <li>g) Template</li> <li>h) Light box</li> <li>i) Tracing paper</li> <li>j) Soft pencils</li> <li>k) Crayon</li> <li>l) Sand tray</li> </ul>
<b>CLASS 1 SECOND TERM</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Teaching &amp; Learning Resources</b>



<p>1. Straight line patterns.</p>	<ul style="list-style-type: none"> <li>➤ Create straight line patterns on ruled and ruled papers, vanguards, chalkboards etc)</li> <li>➤ Describe lines of patterns.</li> <li>➤ Create patterns and develop a love for artwork.</li> </ul>	<ul style="list-style-type: none"> <li>a) Practical work with free hand and ruler</li> <li>b) Demonstration for learners to imitate pattern making.</li> <li>c) Supplying materials to avoid scrambling.</li> <li>d) Take turns to practice patterns on board.</li> <li>e) Observe pupils embarking on individual task</li> </ul>	<ul style="list-style-type: none"> <li>a) Observing hand movement.</li> <li>b) Observing line directions.</li> <li>c) Rewarding learners for good work.</li> <li>d) Praise children</li> </ul>	<ul style="list-style-type: none"> <li>a) Textbook</li> <li>b) Drawing book</li> <li>c) Markers</li> <li>d) Chalk</li> <li>e) Sand tray</li> <li>f) Clay base</li> <li>g) Crayon / pastels</li> <li>h) Soft pencils</li> <li>i) Water colours</li> <li>j) Drawing book</li> </ul>
<p>2. Curved line Patterns</p>	<ul style="list-style-type: none"> <li>➤ Produce curved line patterns like connecting letters like (cccccc, ssssss, uuuuuu, 222222, 33333, etc).</li> <li>➤ Take a line for a walk on a paper with a marker. In the spaces apply curved line patterns.</li> </ul>	<ul style="list-style-type: none"> <li>a) Practical work with free hand.</li> <li>b) Demonstrate for learners to imitate pattern making.</li> <li>c) Supplying materials to avoid scrambling.</li> <li>d) Take turns to practice patterns on board, sand tray and clay base.</li> <li>e) Observe pupils embarking on individual task.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observing hand movements.</li> <li>b) Observing line directions.</li> <li>c) Rewarding learners for good work.</li> <li>d) Praise children for endurance and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>a) Textbooks</li> <li>b) Chalk</li> <li>c) Marker</li> <li>d) Paper</li> <li>e) Drawing book</li> <li>f) Soft pencils</li> <li>g) Water colours</li> </ul>
<p>3. Curve and Straight-line Patterns.</p>	<ul style="list-style-type: none"> <li>➤ Differentiate between curved and straight line.</li> <li>➤ Demonstrate hand movement.</li> <li>➤ Draw curved lines on surfaces (paper, vanguards, chalkboards etc).</li> </ul>	<ul style="list-style-type: none"> <li>a) Draw curved and straight-line patterns.</li> <li>b) Practical work on mixed line patterns.</li> <li>c) Demonstration on board and on ruled papers.</li> <li>d) Supplying materials</li> <li>e) Identifying symbols on lines created.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observing hand movements.</li> <li>b) Observing line directions</li> <li>c) Rewarding learners for good work on curved and straight lines.</li> </ul>	<ul style="list-style-type: none"> <li>a) Drawing book</li> <li>b) Ruler</li> <li>c) Pastels</li> <li>d) Chalk</li> <li>e) Markers</li> <li>f) Soft pencils</li> <li>g) Objects with curved and straight edges</li> </ul>

4. Writing Letters	<ul style="list-style-type: none"> <li>➤ Write letter boldly on any surface.</li> <li>➤ Compare thick lines, moderate lines and thin lines.</li> <li>➤ Creating different sizes and thickness of letters</li> </ul>	<ul style="list-style-type: none"> <li>a) Practical work on varied shades of lines.</li> <li>b) Demonstration to pupils.</li> <li>c) Supplying materials to avoid scrambling.</li> <li>d) Identifying each letter and number written.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observing hand movement</li> <li>b) Observing line directions Appreciate correct shape of letters</li> <li>c) Rewarding learners for good work.</li> </ul>	<ul style="list-style-type: none"> <li>a) Practical Art textbook</li> <li>b) Alphabet chart</li> <li>c) Chalk</li> <li>d) Charcoal</li> <li>e) Markers</li> <li>f) Sand tray</li> <li>g) Soft pencils</li> <li>h) Crayon</li> <li>i) Pastels</li> </ul>
5. Writing Numbers (0-9) only	<ul style="list-style-type: none"> <li>➤ Write number (0-9) boldly on un-ruled paper surface.</li> <li>➤ Writing numbers on ruled paper</li> <li>➤ Vary the thickness and sizes of the numbers.</li> </ul>	<ul style="list-style-type: none"> <li>a) Practical work</li> <li>b) Demonstration how different shades of lines are made</li> <li>c) Supplying materials to pupils.</li> <li>d) Identifying each number created.</li> <li>e) Describe the thickness and sizes of the numbers.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observing hand movement.</li> <li>b) Observing line directions.</li> <li>c) Praising learners for good work.</li> </ul>	<ul style="list-style-type: none"> <li>a) Number chart</li> <li>b) Drawing book</li> <li>c) Chalk</li> <li>d) Soft pencils</li> <li>e) Markers</li> <li>f) Pastels</li> <li>g) Crayon</li> </ul>
6. Enclosed Shape Patterns.	<ul style="list-style-type: none"> <li>➤ Creating shape designs on papers.</li> <li>➤ Draw basic shapes on surfaces (paper, vanguard, chalkboards etc).</li> </ul>	<ul style="list-style-type: none"> <li>a) Practical shape patterns.</li> <li>b) Supplying materials</li> <li>c) Identifying basic shapes created.</li> <li>d) Describe lines on each shape.</li> <li>e) Compare line thickness.</li> <li>f) Produce a design with the family of shapes.</li> </ul>	<ul style="list-style-type: none"> <li>a) Grade pupils for correct identification and drawing of shapes.</li> <li>b) Observing hand movements.</li> <li>c) Observing line directions of each shape.</li> <li>d) Rewarding learners for good work.</li> </ul>	<ul style="list-style-type: none"> <li>a) Drawing book</li> <li>b) Chalk</li> <li>c) Wax crayon</li> <li>d) Charcoal</li> <li>e) Shape templates</li> <li>f) Soft pencils</li> <li>g) Water colours</li> <li>h) Markers</li> <li>i) Sand tray</li> </ul>
THIRD TERM				
1. <b>Exploring Lines</b> thick, thin. Long,	<ul style="list-style-type: none"> <li>➤ Identifying and utilizing different lines.</li> <li>➤ Identify types of lines in a</li> </ul>	<ul style="list-style-type: none"> <li>a) Practical work with pupils.</li> <li>b) Demonstration with different lines.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observing hand movement.</li> <li>b) Presentation on the</li> </ul>	<ul style="list-style-type: none"> <li>a) Drawing books</li> <li>b) Sand tray</li> <li>c) Chalk</li> </ul>

short. Straight, curves etc.	<p>design.</p> <ul style="list-style-type: none"> <li>➤ Demonstrate hand movement.</li> <li>➤ Draw lines on surfaces (paper, vanguards, chalkboards and sand tray etc).</li> </ul>	<ul style="list-style-type: none"> <li>c) Supplying materials.</li> <li>d) Associating lines to edge of objects</li> <li>e) Observing line directions.</li> <li>f) Rewarding learners for good work.</li> <li>g) Guiding and directing learners.</li> </ul>	<p>lines they know.</p> <ul style="list-style-type: none"> <li>c) Produce design made of different lines.</li> </ul>	<ul style="list-style-type: none"> <li>d) Crayon</li> <li>e) Pastels</li> <li>f) Markers</li> <li>g) Charcoal</li> <li>h) Soft pencils</li> <li>i) Water colours</li> </ul>
2. Tracing Letters	<ul style="list-style-type: none"> <li>➤ Identify and trace different letters properly.</li> <li>➤ Demonstrate correct hand movement.</li> <li>➤ Vary the thickness of letters</li> </ul>	<ul style="list-style-type: none"> <li>a) Practical work on bolding letters.</li> <li>b) Demonstrate correct shapes of letters.</li> <li>c) Practice the direction and sequence of letter stroke.</li> <li>d) Supplying materials.</li> <li>e) Naming letters traced.</li> <li>f) Guide learners to take turns.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observing hand movement</li> <li>b) Observing line directions</li> <li>c) Observe proper handling of writing materials.</li> </ul>	<ul style="list-style-type: none"> <li>a) Tracing paper</li> <li>b) Light box</li> <li>c) A4 paper</li> <li>d) Kerosene or Vaseline</li> <li>e) Crayon</li> <li>f) Markers</li> <li>g) Pastels</li> <li>h) Soft pencils</li> </ul>
3. Tracing Numbers	<ul style="list-style-type: none"> <li>➤ Identify and trace different numbers properly.</li> <li>➤ Demonstrate correct hand movement.</li> <li>➤ Vary the thickness of numbers.</li> </ul>	<ul style="list-style-type: none"> <li>a) Practical work to be done in tracing and bolding numbers.</li> <li>b) Demonstrate on writing the correct shapes of letters.</li> <li>c) Supplying materials.</li> <li>d) Identifying symbols on lines created.</li> <li>e) Naming numbers traced.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observing hand movements</li> <li>b) Observing line directions.</li> <li>c) Guide learners to take turns.</li> <li>d) Observe proper handling of writing materials.</li> </ul>	<ul style="list-style-type: none"> <li>a) Drawing book</li> <li>b) Crayon</li> <li>c) Tracing paper</li> <li>d) Markers</li> <li>e) Pastels</li> <li>f) Coloured chalk</li> <li>g) Charcoal</li> <li>h) Soft pencils</li> </ul>
4. Tracing Irregular shapes.	<ul style="list-style-type: none"> <li>➤ Trace irregular shapes.</li> <li>➤ Demonstrate hand movement.</li> <li>➤ Draw irregular shape on surfaces (paper, vanguards, and</li> </ul>	<ul style="list-style-type: none"> <li>a) Practical work with irregular shapes</li> <li>b) Demonstration how irregular shapes are made in a design.</li> <li>c) Shade the spaces in the irregular shapes</li> </ul>	<ul style="list-style-type: none"> <li>a) Observing hand movement.</li> <li>b) Observing line directions.</li> <li>c) Identify and produce irregular shapes.</li> </ul>	<ul style="list-style-type: none"> <li>a. Drawing book</li> <li>b. Chalk</li> <li>c. Tracing papers</li> <li>d. Soft pencil</li> <li>e. Shape stencil and template</li> </ul>

	chalkboards etc). ➤ Shade shapes with crayon or pastels.	d) Supplying materials in turns. e) Produce design with irregular shapes.		f. Marker g. Crayon h. Pastels
5. Tracing Regular / geometric shapes.	➤ Trace regular shapes (circle, square, rectangle, and triangle) ➤ Demonstrate hand movement. ➤ Create regular shape patterns.	a) Practical work on regular shapes. b) Demonstration c) Supplying materials d) Blackboard practice e) Assignments on geometric shapes. f) No criticism but confidence building and praises.	a) Observing hand movements. b) Observing line directions. c) Rewarding learners for good work on regular shapes.	a) Chalk b) Charcoal c) Template and stenciled shapes d) Soft pencils (4B, 6B,2B) e) Water colours f) Markers g) Pastels h) Crayon
6. Tracing Objects.	➤ Trace objects already drawn and ask pupils to reproduce them. ➤ Shade object with pastel or crayons.	a) Practical work to identify and name objects in the classroom. b) Demonstration on how to draw and shade them. c) Supplying materials. d) Identifying objects drawn.	a) Identifying objects to be drawn. b) Observing hand movement. c) Observing line directions. d) Rewarding learners for good work.	a) Markers, b) Tracing paper c) Marker d) Wax crayons e) Coloured chalk f) Charcoal g) Soft pencils (4B, 6B,2B) h) Water colours.

**CURRICULUM REVIEW IN PRACTICAL ARTS  
CLASS 2**

<b>Suggested Topics</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Teaching &amp; Learning Resources</b>
FIRST TERM				
1. Designing: Stippling	➤ Make simple stippling designs on paper with watercolor and paint brush or toothbrush.	a) Demonstrate stippling technique. b) Encourage pupils to identify	a) Observation pupils at work. b) Appraisal on correct	a) Drawing book b) Water colours c) Water

	<ul style="list-style-type: none"> <li>➤ Create a dress or out fit with design paper.</li> <li>➤ Stick model dress on a designed background</li> </ul>	<ul style="list-style-type: none"> <li>relevant materials for stippling.</li> <li>c) Supplying suitable materials.</li> <li>d) Discussion steps in stippling.</li> </ul>	<ul style="list-style-type: none"> <li>procedures.</li> <li>c) Rewards good performance.</li> <li>d) Pupils should explain how stippling is done with brushes.</li> </ul>	<ul style="list-style-type: none"> <li>d) Masking tapes</li> <li>e) Sample chart</li> <li>f) Old pens</li> <li>g) Toothbrush</li> <li>h) Templates and stencils.</li> <li>i) Brushes</li> <li>j) Marker</li> </ul>
2. Blow Design	<ul style="list-style-type: none"> <li>➤ Make simple designs by blowing water colours.</li> <li>➤ Shading the design with pastel or crayon.</li> <li>➤ Identify the further uses of the design.</li> </ul>	<ul style="list-style-type: none"> <li>a) Practice how to blow water colour paint.</li> <li>b) Supplying suitable materials.</li> <li>c) Demonstration on how to blow with straw, pen case or bare mouth.</li> <li>d) Discussion on how the true effect should look.</li> <li>e) Guiding for safety.</li> <li>f) Tell the uses of such design.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observation of blow design.</li> <li>b) Appraisal on finished product.</li> <li>c) Rewards good performance</li> </ul>	<ul style="list-style-type: none"> <li>a) Drawing book</li> <li>b) Straw</li> <li>c) Pencase</li> <li>d) Paper</li> <li>e) Water colours</li> <li>f) Paint brush.</li> <li>g) Water.</li> <li>h) Old pen case.</li> <li>i) Brushes.</li> </ul>
3. Tracing and Creating lines.	<ul style="list-style-type: none"> <li>➤ Identify different types of line.</li> <li>➤ Make simple designs by tracing and creating thin and thick lines with colours / marker.</li> </ul>	<ul style="list-style-type: none"> <li>a) Give pupils suitable materials.</li> <li>b) Demonstration on how tracing is done.</li> <li>c) Discussion on the effect of marker, pencil, pastels, and pen tracing.</li> <li>d) Guiding pupils.</li> <li>e) Directing pupils to follow steps.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe pupils at work.</li> <li>b) Appraisal good work.</li> <li>c) Rewards good performances.</li> <li>d) Questioning pupils.</li> </ul>	<ul style="list-style-type: none"> <li>a) Chart</li> <li>b) Water colours</li> <li>c) Marker</li> <li>d) Pastel</li> <li>e) Water</li> <li>f) Old pens</li> <li>g) Brushes</li> </ul>
4. Tracing and creating Letters.	<ul style="list-style-type: none"> <li>➤ Make simple designs with letters.</li> <li>➤ Trace letters by giving varying thickness.</li> <li>➤ Tell the opposite of thick or bold and thin or dull letters.</li> </ul>	<ul style="list-style-type: none"> <li>a) Distribute suitable materials to pupils.</li> <li>b) Demonstration the tracing method.</li> <li>c) Discussion about shape and thickness of traced letters.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observation and appraise pupils.</li> <li>b) Rewards Pupils for good work.</li> <li>c) Listen to pupils describe line on</li> </ul>	<ul style="list-style-type: none"> <li>a) Chart</li> <li>b) Art textbook</li> <li>c) Water colours</li> <li>d) Water</li> <li>e) Marker</li> <li>f) Pastel</li> </ul>

			letters.	g) Old pens h) Brushes
5. Tracing and creating Numbers (0-9)	<ul style="list-style-type: none"> <li>➤ Make simple designs with numbers</li> <li>➤ Trace numbers giving varying thickness</li> <li>➤ Tell the opposite of thick or bold and thin or dull numbers.</li> </ul>	<ul style="list-style-type: none"> <li>a) Distribute suitable materials to pupils.</li> <li>b) Demonstration on the tracing method.</li> <li>c) Discussion shape and thickness of traced numbers.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observation pupils at work</li> <li>b) Appraisal pupils.</li> <li>c) Rewards Pupils for good work.</li> <li>d) Listen to pupils when they describe lines and numbers.</li> </ul>	<ul style="list-style-type: none"> <li>a) Number chart</li> <li>b) Water colours</li> <li>c) Water</li> <li>d) Marker</li> <li>e) Pastels</li> <li>f) Drawing book</li> <li>g) Old pens</li> <li>h) Brushes</li> </ul>
6. Draw Yourself.	<ul style="list-style-type: none"> <li>➤ Create a painting of themselves.</li> <li>➤ Identify and create the parts of the body.</li> <li>➤ Shade the picture of themselves.</li> </ul>	<ul style="list-style-type: none"> <li>a) Make available suitable materials.</li> <li>b) Demonstration on how to draw difficult parts of the body.</li> <li>c) Discussion parts of the body.</li> <li>d) Describe themselves.</li> </ul>	<ul style="list-style-type: none"> <li>a) Identify parts of the body.</li> <li>b) Listen to pupils identifying parts of the body.</li> <li>c) Describe themselves.</li> </ul>	<ul style="list-style-type: none"> <li>a) Water colours</li> <li>b) Water</li> <li>c) Chart showing the human body</li> <li>d) Old pens</li> <li>e) Brushes</li> <li>f) Crayon</li> <li>g) Pastels</li> <li>h) Pencil</li> <li>i) Eraser</li> </ul>
SECOND TERM				
1. Designing: Squash out / Butterfly design (stressing symmetry )	<ul style="list-style-type: none"> <li>➤ Make squash out or butterfly design, emphasizing similarity on two sides of the design.</li> <li>➤ Enhance work creating by outlining and shading void spaces.</li> <li>➤ Identify repeated design.</li> </ul>	<ul style="list-style-type: none"> <li>a) Guide pupils to follow steps.</li> <li>b) Explain how paper is folded for squash out.</li> <li>c) Supplying suitable materials.</li> <li>d) Demonstration the step by step procedure.</li> <li>e) Describe the step by step technique</li> <li>f) Display the weeks' best</li> </ul>	<ul style="list-style-type: none"> <li>a) Observation pupils at work/</li> <li>b) Looking for the best sample.</li> </ul>	<ul style="list-style-type: none"> <li>a) Sample chart</li> <li>b) Paper</li> <li>c) Plastic Spoons</li> <li>d) Water colours</li> <li>e) Water</li> <li>f) Brushes</li> <li>g) Markers</li> </ul>

		work.		
2. Driving / Directing colours.	<ul style="list-style-type: none"> <li>➤ Make simple designs by directing or driving colours on a paper.</li> <li>➤ Shade empty spaces smoothly.</li> <li>➤ Decorate spaces with line patterns.</li> </ul>	<ul style="list-style-type: none"> <li>a) Supplying suitable materials.</li> <li>b) Demonstration on the steps.</li> <li>c) Discussion on steps.</li> <li>d) Explain precautionary measures.</li> <li>e) Observe and give feed backs.</li> <li>f) Suggest the importance / uses of the design.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe pupils at work.</li> <li>b) Evaluate shading skills.</li> <li>c) Appraisal good work.</li> <li>d) Rewards.</li> </ul>	<ul style="list-style-type: none"> <li>a) Sample chart</li> <li>b) Water colours</li> <li>c) Water</li> <li>d) Drawing book</li> <li>e) Containers</li> <li>f) Markers</li> <li>g) Crayons / pastels</li> <li>h) Paper</li> <li>i) Old pens</li> <li>j) Brushes</li> </ul>
3. Irregular / free-formed shapes.	<ul style="list-style-type: none"> <li>➤ Discuss the importance of enclosed lines creating shapes.</li> <li>➤ Creating and tracing irregular/ free-formed shapes.</li> <li>➤ Shade empty spaces smoothly or roughly.</li> </ul>	<ul style="list-style-type: none"> <li>a) Explain the concept of free-formed shapes</li> <li>b) Discuss rough and smooth shading.</li> <li>c) Supplying suitable materials.</li> <li>d) Demonstration drawing curved and crooked lines that enclosed a space.</li> <li>e) Shade irregular forms.</li> </ul>	<ul style="list-style-type: none"> <li>a) Creation of irregular forms.</li> <li>b) Appraisal for interesting forms.</li> <li>c) Follow direction for smooth. shadings and rough shading.</li> <li>d) Listen to children's explanations.</li> <li>e) Listen to children what their regular form looks like.</li> </ul>	<ul style="list-style-type: none"> <li>a) Sample chart</li> <li>b) Drawing book</li> <li>c) Water colours</li> <li>d) Water</li> <li>e) Marker</li> <li>f) Pencil</li> <li>g) Pastels</li> <li>h) Crayons</li> <li>i) Old pens</li> <li>j) Brushes</li> </ul>
4. Regular / geometric shapes.	<ul style="list-style-type: none"> <li>➤ Explain what regular shapes are (circle, triangle, square, oval, triangle).</li> <li>➤ Creating and tracing regular shapes.</li> <li>➤ Shade empty spaces smoothly or roughly.</li> <li>➤ Create a design with a family of any three shapes.</li> </ul>	<ul style="list-style-type: none"> <li>a) Identify geometric shapes.</li> <li>b) Supplying suitable materials.</li> <li>c) Demonstration on drawing curved and crooked line which encloses a space.</li> <li>d) Draw and shade regular or geometric shapes. Circle, oval, triangle, square, rectangle</li> </ul>	<ul style="list-style-type: none"> <li>a) Observation of irregular forms.</li> <li>b) Appraisal of interesting shapes</li> <li>c) Listen to children's explanations.</li> <li>d) Listen to children to know what their regular shapes looks like</li> </ul>	<ul style="list-style-type: none"> <li>a) Chart</li> <li>b) Sample of design</li> <li>c) Practical Arts textbook</li> <li>d) Water colours</li> <li>e) Water</li> <li>f) Marker</li> <li>g) Pencil</li> <li>h) Pastels</li> <li>i) Crayons</li> <li>j) Brushes</li> </ul>

5. My pet	➤ Drawing and shading my pet.	<ul style="list-style-type: none"> <li>a) Meaning of a pet.</li> <li>b) Identify other pets.</li> <li>c) Supplying suitable materials.</li> <li>d) Tell why we have pets.</li> <li>e) Describe our pets.</li> <li>f) Demonstration on the drawing of a pet.</li> <li>g) Discussion.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe pupils' drawn pets.</li> <li>b) Approve the pets that are shaded.</li> <li>c) Reward the works that are good.</li> </ul>	<ul style="list-style-type: none"> <li>a) Chart</li> <li>b) Pencil</li> <li>c) Paper</li> <li>d) Crayon</li> <li>e) Water colours</li> <li>f) Water</li> <li>g) Old pens</li> <li>h) Brushes</li> </ul>
6. Paper collage (Cut and paste coloured papers)	<ul style="list-style-type: none"> <li>➤ Make simple paper collage designs by cutting and pasting.</li> <li>➤ Cut coloured paper with scissors and paste on a treated vanguard.</li> </ul>	<ul style="list-style-type: none"> <li>a) Draw shapes and cut them out.</li> <li>b) Supplying suitable materials.</li> <li>c) Demonstration how collage is made.</li> <li>d) Allow to dry.</li> <li>e) Discussion on the challenging areas</li> </ul>	<ul style="list-style-type: none"> <li>a) Observation step by step procedure.</li> <li>b) Appraisal on good work.</li> <li>c) Reward good works.</li> </ul>	<ul style="list-style-type: none"> <li>a) Water colours</li> <li>b) Water</li> <li>c) Old pens</li> <li>d) Brushes</li> <li>e) Glue</li> <li>f) Markers</li> <li>g) Cooked starch</li> <li>h) Scissors</li> <li>i) Vanguard</li> </ul>
<b>THIRD TERM</b>				
1. Fingerprints creating spiders.	<ul style="list-style-type: none"> <li>➤ Make fingerprints look like spiders or other insects or animals.</li> <li>➤ Create spider-like images with markers.</li> </ul>	<ul style="list-style-type: none"> <li>a) Describe a spider.</li> <li>b) Supplying suitable materials.</li> <li>c) Demonstration with pupils on how a fingerprint spider is made.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observation on finger printing skills.</li> <li>b) Appraisal of good fingerprints.</li> <li>c) Listen to pupils' explanations on steps involved.</li> </ul>	<ul style="list-style-type: none"> <li>a) Sample chart</li> <li>b) Water colours</li> <li>c) Water</li> <li>d) Old pens</li> <li>e) Brushes</li> <li>f) Cooked starch mixed with paint</li> <li>g) Paper</li> <li>h) Marker</li> <li>i) Pastels</li> </ul>
2. Handprints	<ul style="list-style-type: none"> <li>➤ Make handprints look like spiders or other insects or animals.</li> <li>➤ Create face images with markers.</li> </ul>	<ul style="list-style-type: none"> <li>a) Meaning of print.</li> <li>b) Supplying suitable materials.</li> <li>c) Demonstration with pupils on handprints.</li> <li>d) Discussion on steps in</li> </ul>	<ul style="list-style-type: none"> <li>a) Observation printing skills.</li> <li>b) Explaining steps.</li> <li>c) Appraisal of good handprints.</li> </ul>	<ul style="list-style-type: none"> <li>a) Water colours</li> <li>b) Water</li> <li>c) Old pens</li> <li>d) Brushes</li> <li>e) Cooked starch mixed with</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Shading evenly around the handprints.</li> </ul>	<p>handprints</p> <p>e) Shading around the prints.</p>	<p>d) Listen to pupils' explanations.</p>	<p>paint</p> <p>f) Paper</p> <p>g) Marker</p> <p>h) Pastels</p>
3. Tracing and creating objects.	<ul style="list-style-type: none"> <li>➤ Enable pupils to trace object and shade with the colour of their choice.</li> <li>➤ Create nice shades.</li> </ul>	<p>a) Supplying suitable materials.</p> <p>b) Demonstration with pupils</p> <p>c) Discussion on how objects are drawn and painted.</p>	<p>a) Observation drawing and shading skills.</p> <p>b) Appraisal of good handprints.</p> <p>c) Listen to pupils' explanations.</p>	<p>a) Environmental objects.</p> <p>b) Water colours</p> <p>c) Water</p> <p>d) Old pens</p> <p>e) Brushes</p> <p>f) Cooked starch mixed with paint.</p> <p>g) Paper</p> <p>h) Marker</p> <p>i) Pastels</p>
4. My best friend.	<ul style="list-style-type: none"> <li>➤ Discuss the concept of best friend;</li> <li>➤ Describing their best friends.</li> <li>➤ Draw and paint your best friend.</li> </ul>	<p>a) Introducing the 'best friend concept'.</p> <p>b) Describing friends.</p> <p>c) Listing / naming the main futures of their best friends.</p> <p>d) Supplying suitable materials.</p> <p>e) Demonstrating how to draw and paint a best friend.</p>	<p>a) Listen to pupils when they describe their best friends.</p> <p>b) Highlighting the main futures of their best friends.</p> <p>c) Observation of pupils at work.</p> <p>d) Display of finished work.</p>	<p>a) Pencil</p> <p>b) Water colours</p> <p>c) Water</p> <p>d) Old pens</p> <p>e) Paint brushes</p> <p>f) Paper</p> <p>g) Marker</p> <p>h) Pastels</p>
5. My family	<ul style="list-style-type: none"> <li>➤ Meaning of a family.</li> <li>➤ Identify the members of a family.</li> <li>➤ Drawing and shading my family.</li> <li>➤ Telling story of their family.</li> </ul>	<p>a) Describing their family.</p> <p>b) Identify family members.</p> <p>c) Supplying suitable materials.</p> <p>d) Tell why we have family.</p> <p>e) Describe our family.</p> <p>f) Demonstration on drawing of their family.</p>	<p>a) Describing a family.</p> <p>b) Pupils tell the number of people in their families.</p> <p>c) Can pupils draw the members of their families?</p> <p>d) Observation of pupils at work.</p>	<p>a) Chart of relatives in a family e g mother, father,..</p> <p>b) Sample of painting</p> <p>c) Water colours</p> <p>d) Water</p> <p>e) Brushes</p> <p>f) Pastels</p> <p>g) Crayon</p>

			e) Approve sketches and shadings.	
6. Writings and textures on clay.	<ul style="list-style-type: none"> <li>➤ Creating writings and making textures on clay.</li> <li>➤ Creating rough and smooth textures on clay.</li> </ul>	<ul style="list-style-type: none"> <li>a) Identifying clay.</li> <li>b) Developing rules by working with clay.</li> <li>c) Supplying suitable materials.</li> <li>d) Demonstration on how to write on clay.</li> <li>e) Discuss and differentiate between smooth texture and rough texture.</li> </ul>	<ul style="list-style-type: none"> <li>a) Can pupils distinguish between clay and other soils?</li> <li>b) Observation of pupils at work</li> <li>c) Appraisal given to pupils.</li> <li>d) Rewards pupils on individual and group tasks.</li> </ul>	<ul style="list-style-type: none"> <li>a) Processed clay</li> <li>b) Clay tray</li> <li>c) Sticks</li> <li>d) Plastic</li> <li>e) Water colours</li> <li>f) Water</li> <li>g) Brushes</li> <li>h) Spatula</li> <li>i)</li> </ul>

**CURRICULUM REVIEW IN PRACTICAL ARTS  
CLASS 3**

<b>Suggested Topics</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Teaching &amp; Learning Resources</b>
FIRST TERM				
1. Pull-string design	<ul style="list-style-type: none"> <li>➤ Identifying the materials needed for pull-string design.</li> <li>➤ Create a pull-string design.</li> <li>➤ Boldly give an outline of the coloured spaces.</li> <li>➤ Shade the white spaces around with crayon, pastel or water colour.</li> </ul>	<ul style="list-style-type: none"> <li>a) Naming items for a pull string design.</li> <li>b) Demonstration for pupils to emulate.</li> <li>c) Pair pupils to work together.</li> <li>d) Motivation with worked examples.</li> <li>e) Observation and supportive guidance.</li> </ul>	<ul style="list-style-type: none"> <li>a) Can pupils create a pull-string design in pairs and individually?</li> <li>b) Can pupils make bold outlines?</li> <li>c) How well can they shade their works?</li> </ul>	<ul style="list-style-type: none"> <li>a) Big books or cardboards</li> <li>b) String</li> <li>c) Objects in the environment.</li> <li>d) Chart of a pull-string design.</li> <li>e) Crayons</li> <li>f) Brushes</li> <li>g) Water colours</li> </ul>

<p>2. Wet wash on paper.</p>	<ul style="list-style-type: none"> <li>➤ Meaning of wash on paper.</li> <li>➤ Wet the vanguard.</li> <li>➤ Identify brushes suitable for washing papers (soft brush e.g. sponge brush).</li> <li>➤ Creating wash on paper in order to change the background colour.</li> <li>➤ Add other colours on wet paper to create other background effects.</li> <li>➤ Allow paper to dry after the wet wash.</li> </ul>	<ul style="list-style-type: none"> <li>a) Experiment with hard brush on thin A4 paper.</li> <li>b) Use the soft sponge brush on hard vanguard.</li> <li>c) Allow the pupils to tell the difference.</li> <li>d) Motivation</li> <li>e) Observation of other wash made by children.</li> </ul>	<ul style="list-style-type: none"> <li>a) Using the appropriate materials.</li> <li>b) Can pupils create smooth wash?</li> <li>c) Pupils developing other effects on paper.</li> <li>d) Pupils knowing when to stop, to prevent damage.</li> </ul>	<ul style="list-style-type: none"> <li>a) Containers</li> <li>b) Water</li> <li>c) Sponge Brushes</li> <li>d) Water colours</li> <li>e) Dryer</li> <li>f) Vanguard</li> <li>g) Clips</li> <li>h) Strings</li> <li>i) Masking tapes</li> </ul>
<p>3. Crayon and Water colour wash technique .</p>	<ul style="list-style-type: none"> <li>➤ Pupils should identify materials for the activity.</li> <li>➤ Report on the effect of crayon and water colour.</li> <li>➤ Pupils create crayon and wash design with water colour paint and report their observation.</li> </ul>	<ul style="list-style-type: none"> <li>a) Pupils should name the items.</li> <li>b) Practice the varying pressure so that pupils can use with crayon on paper.</li> <li>c) Demonstration for pupils to observe and copy.</li> <li>d) Motivation with resources and samples</li> <li>e) Observation of other designs made by children.</li> </ul>	<ul style="list-style-type: none"> <li>a) Can pupils press crayon or pastels well, such that water colour will not penetrate through them?</li> <li>b) Assess extra work done in the design.</li> <li>c) Displaying good works.</li> <li>d) Assess pupils on cooperative work.</li> </ul>	<ul style="list-style-type: none"> <li>a) Sample products of crayon and wash</li> <li>b) Crayons</li> <li>c) Sponge Brushes</li> <li>d) Water colours</li> <li>e) Coal goose or electric iron.</li> </ul>
<p>4. Primary colours.</p>	<ul style="list-style-type: none"> <li>➤ Identify primary colours.</li> <li>➤ To create designs with primary colours.</li> <li>➤ Experiment with stippling or squash out using two primaries on one paper.</li> <li>➤ Pupils should identify the third colour created by combining two different primary colours.</li> </ul>	<ul style="list-style-type: none"> <li>a) Meaning of primary colours explained to pupils.</li> <li>b) Identify the three main primary colours (red, yellow, and blue)</li> <li>c) Observation of other designs made by children.</li> </ul>	<ul style="list-style-type: none"> <li>a) Can pupils define primary colours?</li> <li>b) Can pupils identify the three primary colours?</li> <li>c) Can they name the new colours they can find in the design?</li> <li>d) Grades for displaying good works.</li> </ul>	<ul style="list-style-type: none"> <li>a) Samples of squash out design</li> <li>b) Crayons</li> <li>c) Containers</li> <li>d) Water</li> <li>e) Brushes</li> <li>f) Water colours</li> </ul>

5. Paper fan	<ul style="list-style-type: none"> <li>➤ Making a well decorated paper fan.</li> <li>➤ Practice folding paper.</li> <li>➤ Decorate paper before folding.</li> <li>➤ Creating zig-zag folds on paper.</li> <li>➤ Bend paper.</li> <li>➤ To do more exercises and to create designs on the fan.</li> </ul>	<ul style="list-style-type: none"> <li>a) Identifying different types of paper fans.</li> <li>b) Talking about different ways of decorating before folding. (If paper is wet, allow to dry before folding it).</li> <li>c) Demonstration for pupils to follow steps.</li> <li>d) Observation of other designs made by children.</li> </ul>	<ul style="list-style-type: none"> <li>a) Can pupils fold paper well?</li> <li>b) Can pupils decorate paper fan?</li> <li>c) Displaying good works.</li> </ul>	<ul style="list-style-type: none"> <li>a) Sample of fans made</li> <li>b) Crayons or pastels</li> <li>c) Brushes</li> <li>d) Water colours</li> <li>e) Chart showing steps for pupils to follow.</li> </ul>
6. Line patterns	<ul style="list-style-type: none"> <li>➤ Discussing the meaning of lines, and line patterns.</li> <li>➤ Identifying the different types of lines.</li> <li>➤ Creating Line patterns.</li> <li>➤ Creating many line variations.</li> <li>➤ Use varieties of colours and line patterns to produce a rhythmic design.</li> </ul>	<ul style="list-style-type: none"> <li>a) Define line.</li> <li>b) Identify types of lines.</li> <li>c) Group lines for better comprehension e.g. short/long, thick/thin, vertical/horizontal, crooked/straight, etc</li> <li>d) Demonstration on how line patterns are made.</li> <li>e) Observe other designs made by children.</li> </ul>	<ul style="list-style-type: none"> <li>a) Pupils name and draw different types of lines.</li> <li>b) Create line patterns that are different.</li> <li>c) How interesting are the line patterns?</li> <li>d) Can pupils make line patterns without the help of the teacher</li> </ul>	<ul style="list-style-type: none"> <li>a) Teachers of Certificate module1 and 3.</li> <li>b) Pastels</li> <li>c) Crayons</li> <li>d) Paper</li> <li>e) Markers</li> <li>f) Vanguard</li> <li>g) Brushes</li> <li>h) Water colours</li> </ul>
<b>SECOND TERM</b>				
1. Discovering textured surfaces.	<ul style="list-style-type: none"> <li>➤ Explain the concept 'Texture'.</li> <li>➤ Identifying different textured surfaces.</li> <li>➤ To identify smooth and rough surfaces.</li> <li>➤ By touching, feeling and telling the names of objects before looking at them.</li> <li>➤ To copy textures in the</li> </ul>	<ul style="list-style-type: none"> <li>a) Introduce texture.</li> <li>b) Differentiate among textures.</li> <li>c) Classifying rough and smooth surfaces.</li> <li>d) Can pupils copy textures without the help of the teacher?</li> <li>e) Displaying good works.</li> </ul>	<ul style="list-style-type: none"> <li>a) List down sources to copy texture.</li> <li>b) Demonstration rubbing skills.</li> <li>c) Observation of surfaces.</li> <li>d) Creating different texture.</li> <li>e) Observe other designs made by children.</li> </ul>	<ul style="list-style-type: none"> <li>a) Chart</li> <li>b) Paper</li> <li>c) Sole of shoes</li> <li>d) Wall</li> <li>e) Objects in the environment</li> <li>f) Crayons</li> <li>g) Brushes</li> <li>h) Water colours</li> </ul>

	environment.			
2. Tracing and shading shapes.	<ul style="list-style-type: none"> <li>➤ Introduce the concept of shapes and the types.</li> <li>➤ Creating and shading basic shapes.</li> <li>➤ To identify smooth and rough surfaces.</li> <li>➤ To do more exercises to create designs.</li> </ul>	<ul style="list-style-type: none"> <li>a) Demonstrate to help pupils trace shapes well?</li> <li>b) Develop smooth shading techniques.</li> <li>c) Displaying good works.</li> <li>d) Motivate pupils with completed samples.</li> </ul>	<ul style="list-style-type: none"> <li>a) Naming different shapes and draw them.</li> <li>b) Touch. Feel and report texture.</li> <li>c) Pupils displaying observation skills.</li> <li>d) Observation other designs made by children.</li> <li>e) Pupils using textured paper for other art product.</li> </ul>	<ul style="list-style-type: none"> <li>a) Template of shapes</li> <li>b) Sample chart</li> <li>c) Paper</li> <li>d) Objects in the environment</li> <li>e) Crayons</li> <li>f) Brushes</li> <li>g) Water colours</li> </ul>
3. Funny faces	<ul style="list-style-type: none"> <li>➤ Identifying part of the face e.g. eye, nose, and mouth.</li> <li>➤ Drawing funny faces by distorting the mouth and eyes.</li> <li>➤ Shade faces with desired skin colours.</li> <li>➤ Describe their faces.</li> </ul>	<ul style="list-style-type: none"> <li>a) Demonstrate how to draw a normal and disfigured faces.</li> <li>b) Ask pupils to draw part of the face in turn on an oval shape of the head.</li> <li>c) Do observation and correct pupils.</li> <li>d) The teacher should appreciate pupils' works.</li> </ul>	<ul style="list-style-type: none"> <li>a) Can pupils draw parts of the face in a distorted form?</li> <li>b) Can pupils shade well?</li> </ul>	<ul style="list-style-type: none"> <li>a) Chart of a face</li> <li>b) Drawing book</li> <li>c) Pencil</li> <li>d) Pastels</li> <li>e) Crayons</li> <li>f) Brushes</li> <li>g) Water colours</li> </ul>
4. Collage pictures (cut and paste coloured papers)	<ul style="list-style-type: none"> <li>➤ Meaning of collage.</li> <li>➤ Identifying main materials.</li> <li>➤ Follow the requisite steps.</li> <li>➤ Make simple paper collage designs by cutting and pasting.</li> <li>➤ Cut coloured paper with scissors and paste on a vanguard.</li> </ul>	<ul style="list-style-type: none"> <li>a) Encourage pupils to tell what collage is.</li> <li>b) Name the key items for the work.</li> <li>c) Plan the collage before pasting.</li> <li>d) Supplying suitable materials.</li> <li>e) Demonstration on how collage is made.</li> <li>f) Allow to dry.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe step by step procedure.</li> <li>b) Observe the correct use of materials.</li> <li>c) Appraisal for good work.</li> <li>d) Reward good works.</li> </ul>	<ul style="list-style-type: none"> <li>a) Water colours</li> <li>b) Water</li> <li>c) Old pens</li> <li>d) Brushes</li> <li>e) Glue</li> <li>f) Markers</li> <li>g) Cooked starch</li> <li>h) Scissors</li> <li>i) Vanguard</li> </ul>

5. Basic shape patterns.	<ul style="list-style-type: none"> <li>➤ Identify the basic shapes e.g. circle, square, oval, rectangle and triangle.</li> <li>➤ Creating shape designs on papers. <ul style="list-style-type: none"> <li>➤ Draw basic shapes on surfaces (paper, vanguard, and chalkboards etc).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a) Introducing basic shapes and the concept of patterns.</li> <li>b) Practical work with shapes</li> <li>c) Do demonstration by working with basic shapes.</li> <li>d) Identify the lines that constitute each shape.</li> <li>e) Identifying the basic shapes created.</li> <li>f) Create shape patterns and shade them.</li> </ul>	<ul style="list-style-type: none"> <li>a) Identification of basic shapes.</li> <li>b) Observing hand movement of pupils.</li> <li>c) Observing line directions.</li> <li>d) Creating patterned shapes.</li> <li>e) Rewarding learners for good work.</li> </ul>	<ul style="list-style-type: none"> <li>a) Drawing book</li> <li>b) Chalk</li> <li>c) Wax crayon</li> <li>d) Charcoal</li> <li>e) Shape templates</li> <li>f) Soft pencils</li> <li>g) Water colours</li> <li>h) Markers</li> <li>i) Crayon</li> </ul>
6. Patterned paper hats.	<ul style="list-style-type: none"> <li>➤ Creating patterned paper hats through folding.</li> <li>➤ Follow sequence correctly.</li> <li>➤ To do more designs on paper hat.</li> </ul>	<ul style="list-style-type: none"> <li>a) Demonstration for pupils to see.</li> <li>b) Motivation pupils' interest with sample.</li> <li>c) Observation and guide pupils as they follow steps.</li> <li>d) Observation of other designs made by children.</li> </ul>	<ul style="list-style-type: none"> <li>a) Ability to follow sequence</li> <li>b) Ability to fold and control paper.</li> <li>c) Observe individual decorations.</li> </ul>	<ul style="list-style-type: none"> <li>a) Paper hat</li> <li>b) Paper</li> <li>c) Pastel</li> <li>d) Objects in the environment</li> <li>e) Crayons</li> <li>f) Brushes</li> <li>g) Water colours</li> </ul>
<b>THIRD TERM</b>				
1. Directing and driving colours.	<ul style="list-style-type: none"> <li>➤ Create designs by directing or driving water colours on paper.</li> <li>➤ Use brushes of plastic spoon to direct the flow of water colours on surfaces.</li> <li>➤ To do more exercises to and create designs.</li> </ul>	<ul style="list-style-type: none"> <li>a) Demonstration is step by step for pupils to see.</li> <li>b) Motivation for pupils' interest with sample.</li> <li>c) Observation and guide for pupils as they follow steps.</li> <li>d) Observation of other designs made by children.</li> </ul>	<ul style="list-style-type: none"> <li>a) How well can pupils' control the rolling water colour on paper?</li> <li>b) Can they direct colours?</li> <li>c) Can they shade within the void spaces?</li> <li>d) Displaying good works.</li> </ul>	<ul style="list-style-type: none"> <li>a) Paper</li> <li>b) Completed work</li> <li>c) Plastic spoon</li> <li>d) Crayons</li> <li>e) Pastels</li> <li>f) Brushes</li> <li>g) Water colours</li> </ul>
2. Family of shape (free-formed and geometric	<ul style="list-style-type: none"> <li>➤ Differentiate between free formed shapes or irregular shape and geometrical or regular shapes.</li> </ul>	<ul style="list-style-type: none"> <li>a) Differentiate between regular shape and irregular shapes.</li> <li>b) Demonstration step by</li> </ul>	<ul style="list-style-type: none"> <li>a) Can they identify basic shapes?</li> <li>b) Ability to describe each shape properly.</li> </ul>	<ul style="list-style-type: none"> <li>a) Objects in the environment</li> <li>b) Crayons</li> <li>c) Template of shapes</li> </ul>

shapes).	<ul style="list-style-type: none"> <li>➤ Creating Family of shape (free-formed and geometric shapes)</li> <li>➤ To do more exercises to create designs.</li> </ul>	<ul style="list-style-type: none"> <li>c) Motivation pupils' interest with sample.</li> <li>d) Observation and guide pupils as they follow steps.</li> <li>e) Observation of other designs made by children.</li> </ul>	<ul style="list-style-type: none"> <li>c) Ability to draw basic shapes.</li> <li>d) Observe their abilities to shade inside and outside the shapes.</li> <li>e) Displaying good works.</li> </ul>	<ul style="list-style-type: none"> <li>d) Pastels</li> <li>e) Pencil</li> <li>f) Cut out shapes</li> <li>g) Brushes</li> <li>h) Water colours</li> </ul>
3. A Family of objects.	<ul style="list-style-type: none"> <li>➤ Identifying lifeless objects at school and at home.</li> <li>➤ Creating Family of objects (free-formed and geometric forms).</li> <li>➤ Practice drawing them individually.</li> <li>➤ Draw and shade object as a picture composition.</li> <li>➤ To do more exercises and to create drawing.</li> </ul>	<ul style="list-style-type: none"> <li>a) Differentiate between shape, size and colour of objects.</li> <li>b) Guide pupils on rule in arranging objects for a still-life composition.</li> <li>c) Demonstration is step by step for pupils to see.</li> <li>d) Motivation for pupils' interest with sample.</li> <li>e) Observation and guide pupils as they follow steps.</li> <li>f) Help children to shade light and shade effects.</li> </ul>	<ul style="list-style-type: none"> <li>a) Can they identify basic forms?</li> <li>b) Ability to describe each form properly.</li> <li>c) Assess arrange of objects</li> <li>d) Ability to draw and shade basic forms.</li> <li>e) Observe their abilities to shade inside and outside the shapes.</li> <li>f) Displaying good works.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Objects in the environment boxes, tins boards</li> <li>➤ Crayons</li> <li>➤ Brushes</li> <li>➤ Water colours</li> </ul>
4. Paper Boat	<ul style="list-style-type: none"> <li>➤ Creating a paper boat.</li> <li>➤ Decorate boat with desired method.</li> </ul>	<ul style="list-style-type: none"> <li>a) Identifying different types of paper boats.</li> <li>b) Talking about different ways of decorating before folding. (If paper is wet, allow it to dry before folding it).</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe ability to fold paper.</li> <li>b) Ability to make a design on paper boat.</li> <li>c) Displaying good works.</li> <li>d) Grade pupils for any Creative design.</li> </ul>	<ul style="list-style-type: none"> <li>a) Paper</li> <li>b) Containers</li> <li>c) Paper glue</li> <li>d) Crayons</li> <li>e) Markers</li> <li>f) Pastels</li> <li>g) Paper glue</li> <li>h) Brushes</li> <li>i) Water colours</li> </ul>
5. Irregular clay forms.	<ul style="list-style-type: none"> <li>➤ Creating irregular / abstract clay forms.</li> <li>➤ Finish clay with desired</li> </ul>	<ul style="list-style-type: none"> <li>a) Differentiate between regular and irregular objects.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How they handle clay.</li> <li>➤ The use of modeling tools.</li> <li>➤ Following sequence with</li> </ul>	<ul style="list-style-type: none"> <li>➤ Objects in the environment</li> <li>➤ Bats</li> </ul>

	<p>texture</p> <ul style="list-style-type: none"> <li>➤ To do more exercises to create designs with clay.</li> </ul>	<ul style="list-style-type: none"> <li>b) Guide pupils on creating irregular or abstract forms.</li> <li>c) Demonstration should be step by step for pupils to see.</li> <li>d) Motivation for pupils' interest with sample.</li> <li>e) Observation and guide pupils as they follow steps.</li> <li>f) Create rough or smooth texture on object.</li> </ul>	<p>ease.</p> <ul style="list-style-type: none"> <li>➤ Displaying good works.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Modeling tools</li> <li>➤ Plastic bags</li> <li>➤ Processed clay</li> <li>➤ Brushes</li> <li>➤ Water colours</li> </ul>
<p>6.Realistic clay forms (animal, people, insects).</p>	<ul style="list-style-type: none"> <li>➤ Difference between abstract and realistic clay forms</li> <li>➤ Creating regular clay forms.</li> <li>➤ Finish clay with desired texture.</li> <li>➤ To do more exercises in order to create designs with clay.</li> </ul>	<ul style="list-style-type: none"> <li>g) Introduce irregular / abstract and regular or realistic objects.</li> <li>h) Guide pupils on creating realistic animals, insects and people's forms.</li> <li>i) Demonstration should be step by step for pupils to see.</li> <li>j) Motivation is for pupils' interest with sample.</li> <li>k) Observation and guide pupils as they follow steps.</li> <li>➤ Create rough or smooth texture on object.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How they handle clay</li> <li>➤ The use of modeling tools.</li> <li>➤ Following sequence with ease.</li> <li>➤ Displaying good works.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Objects in the environment</li> <li>➤ Bats</li> <li>➤ Modeling tools</li> <li>➤ Plastic bags</li> <li>➤ Processed clay</li> <li>➤ Brushes</li> <li>➤ Water colours</li> </ul>



**CURRICULUM REVIEW IN PRACTICAL ARTS  
CLASS 4**

<b>Suggested Topics</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Teaching &amp; Learning Resources</b>
<b>FIRST TERM</b>				
1. Meaning of Practical Arts and branches.	<ul style="list-style-type: none"> <li>➤ Define Practical Arts.</li> <li>➤ Name the categories of Creative Practical Arts.</li> <li>➤ Identify the branches in Practical Arts.</li> <li>➤ Identify Expressive Art as activities people practice in our community.</li> <li>➤ Produce any work you desire verily.</li> </ul>	<ul style="list-style-type: none"> <li>a) Questioning on meaning and branches in Expressive or Practical Arts</li> <li>b) Observing</li> <li>c) Comparing branches</li> <li>d) Demonstrating how work is done in some branches.</li> <li>e) Explanation</li> <li>f) Group work</li> <li>g) Assignments</li> </ul>	<ul style="list-style-type: none"> <li>a) Asking for feedbacks.</li> <li>b) Pupils' should be explaining key points.</li> <li>c) Learning, identifying artifact and stating fields and other works of life where they can be used.</li> </ul>	<ul style="list-style-type: none"> <li>a) Textbooks</li> <li>b) Photographs</li> <li>c) Crayon</li> <li>d) Chart listing the branches of Expressive Arts</li> </ul>
2. Identifying Art and Artists in our communities.	<ul style="list-style-type: none"> <li>➤ To define Practical Arts.</li> <li>➤ Identify Expressive Art and activities people practice in our community.</li> <li>➤ To explain the services which art and craftsmen render in our community.</li> <li>➤ Draw imaginative compositions.</li> </ul>	<ul style="list-style-type: none"> <li>a) Questioning for reflection.</li> <li>b) Testing pupils to name other branches in Expressive Arts</li> <li>c) Observing pupils work and giving feedbacks.</li> <li>d) Comparing</li> <li>e) Demonstrating works of some Artists.</li> <li>f) Explanation</li> <li>g) Demonstration</li> <li>h) Field trips to craftsmen's workshops.</li> <li>i) Group work.</li> <li>j) Assignments.</li> </ul>	<ul style="list-style-type: none"> <li>a) Asking for feedbacks.</li> <li>b) People explaining key points.</li> <li>c) Learning, identifying artifact and stating fields and other works of life where they can be used</li> </ul>	<ul style="list-style-type: none"> <li>a) Pencils</li> <li>b) Paper</li> <li>c) Water colour</li> <li>d) Sample of artifacts</li> <li>e) Activities of craftsmen at work</li> <li>f) A farmer working with a hoe or cutlass.</li> <li>g) A flip chart showing art activities.</li> </ul>

<p>3.The role of artists in our communities</p>	<ul style="list-style-type: none"> <li>➤ To identify the Expressive Art and activities in our community.</li> <li>➤ To explain the services which art and craftsmen render in our community.</li> <li>➤ Draw imaginative compositions.</li> </ul>	<ul style="list-style-type: none"> <li>a) Questioning</li> <li>b) Testing</li> <li>c) Observing</li> <li>d) Comparing</li> <li>e) Demonstrating</li> <li>f) Explanation</li> <li>g) Field trips to craftsmen’s workshops.</li> <li>h) Group work</li> <li>i) Assignments</li> </ul>	<ul style="list-style-type: none"> <li>a) Asking for feedbacks</li> <li>b) People explaining key points</li> <li>c) Learning, identifying artifact and stating fields and other works of life where they can be used.</li> </ul>	<ul style="list-style-type: none"> <li>a) Pencils</li> <li>b) Paper</li> <li>c) Water colour</li> <li>d) Sample of artifacts</li> <li>e) Activities of craftsmen at work</li> <li>f) A farmer working with a hoe or cutlass</li> <li>g) A flip chart showing art activities.</li> </ul>
<p>4. The elements of design (Space and Dots)</p>	<ul style="list-style-type: none"> <li>➤ Identify and define the elements of design (line, and colour, texture, shapes (form), mass and space.</li> <li>➤ Discuss the contribution of space and dots.</li> <li>➤ To define Practical Arts.</li> </ul>	<ul style="list-style-type: none"> <li>a) Questioning on the branches of arts for reflection</li> <li>b) Testing pupils to recall all the elements of Arts</li> <li>c) Observing</li> <li>d) Comparing elements of design</li> <li>e) Demonstrating use of space and dots</li> <li>f) Explanation each element stating their meaning, types and uses.</li> <li>g) Assignments.</li> </ul>	<ul style="list-style-type: none"> <li>a) Asking for feedbacks</li> <li>b) People explaining key points space and dots</li> <li>c) Learning, identifying artifact and stating fields and other works of life where they can be used.</li> </ul>	<ul style="list-style-type: none"> <li>a) Charts</li> <li>b) Pencils</li> <li>c) Paper</li> <li>d) Water colour</li> <li>e) Sample of artifacts</li> <li>f) Activities of craftsmen at work</li> <li>g) A flip chart showing art activities.</li> </ul>
<p>5. The elements of design (Lines).</p>	<ul style="list-style-type: none"> <li>➤ Identify the elements of design (Space, and dots, lines, shapes, forms colour, and texture)</li> <li>➤ Discuss the contribution of each element in art and design.</li> </ul>	<ul style="list-style-type: none"> <li>a) Questioning pupils on previous lesson.</li> <li>b) Observing pupils whilst doing group tasks.</li> <li>c) Comparing.</li> <li>d) Demonstrating the use of lines.</li> </ul>	<ul style="list-style-type: none"> <li>a) Asking for feedbacks on previous lesson</li> <li>b) People explaining key points Meaning of lines , types, and the importance of lines</li> <li>c) Produce line designs</li> </ul>	<ul style="list-style-type: none"> <li>a) Pencils</li> <li>b) A chart on lines</li> <li>c) Paper</li> <li>d) Water colour</li> <li>e) Sample of artifacts</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Identify and draw the different types of lines.</li> <li>➤ Create a design with lines</li> </ul>	e) Creating designs with not less than five types of lines.	using black or many colours.	
6. Shapes as element of design.	<ul style="list-style-type: none"> <li>➤ Identify the elements of design, (Space, dots, lines, shapes, forms colour, and texture).</li> <li>➤ Discuss the contribution of each element in art and design.</li> <li>➤ To explain the Draw imaginative compositions.</li> </ul>	<ul style="list-style-type: none"> <li>a) Questioning pupils on previous lesson.</li> <li>b) Observing pupils whilst doing group tasks.</li> <li>c) Comparing.</li> <li>d) Demonstrating the use of shapes.</li> <li>e) Creating designs with not less than five types of shapes</li> </ul>	<ul style="list-style-type: none"> <li>a. Asking for feedbacks on previous lesson</li> <li>b. People explaining key points</li> <li>c. Meaning of shapes, types, and the importance of shapes</li> <li>d. Produce shape designs using black or many colours.</li> </ul>	<ul style="list-style-type: none"> <li>a) Pencils</li> <li>b) A chart on basic shapes</li> <li>c) Paper</li> <li>d) Water colour</li> <li>e) Sample of artifacts with shapes.</li> </ul>
SECOND TERM				
1.Forms or solid shapes as element of design	<ul style="list-style-type: none"> <li>➤ Identify the elements of design (Space, dots, lines, shapes, forms colour, and texture).</li> <li>➤ Produce forms in Arts.</li> <li>➤ Associate forms to solid objects in the classroom and at home.</li> </ul>	<ul style="list-style-type: none"> <li>a) Questioning pupils on previous lesson</li> <li>b) Observing pupils doing group tasks</li> <li>c) Comparing</li> <li>d) Demonstrating the use of solid shapes</li> <li>e) Creating designs with not less than five types of solid shapes.</li> </ul>	<ul style="list-style-type: none"> <li>a) Asking for feedbacks on previous lesson</li> <li>b) Pupils should be explaining key points.</li> <li>c) Meaning of solid shapes, types, and the importance of solid shapes.</li> <li>d) Produce shape designs by using black or many colours.</li> </ul>	<ul style="list-style-type: none"> <li>a) Pencils</li> <li>b) A chart on basic shapes</li> <li>c) Paper</li> <li>d) Water colour</li> <li>e) Sample of artifacts with solid shapes.</li> </ul>
2. Still life drawing of objects.	<ul style="list-style-type: none"> <li>➤ Develop skills in creating interesting arrangement of domestic items.</li> <li>➤ Produce still life composition of items found at home.</li> </ul>	<ul style="list-style-type: none"> <li>a) Questioning technique to help pupils reflect on previous lesson.</li> <li>b) Testing pupils to pair up and name ten lifeless items around them.</li> <li>c) Observing them select</li> </ul>	<ul style="list-style-type: none"> <li>a) Asking for feedbacks.</li> <li>b) Pupils should be explaining key points.</li> <li>c) Learning, and identifying the concept of still life.</li> </ul>	<ul style="list-style-type: none"> <li>a) Sample chart</li> <li>b) Pencils</li> <li>c) Paper</li> <li>d) Water colour</li> <li>e) Crayon</li> <li>f) Water colours</li> <li>g) Pastels</li> </ul>

		<p>which ones they would like to draw.</p> <p>d) Comparing shapes and size of objects</p> <p>e) Demonstrating drawing and shading techniques.</p> <p>f) Explanation of key words.</p>		<p>h) Ruler</p> <p>i) Sample of still life drawing.</p>
3. Okra print	<ul style="list-style-type: none"> <li>➤ Create okra print designs.</li> <li>➤ Identify the uses or importance of such design</li> <li>➤</li> </ul>	<p>a) Questioning for reflection.</p> <p>b) Observing pupils follow steps.</p> <p>c) Comparing okra prints and finger or handprint.</p> <p>d) Demonstrating the process with pupils.</p> <p>e) Explanation of difficult concepts.</p>	<p>a) Following sequence.</p> <p>b) People explaining key points.</p> <p>c) Tell the final use of their print.</p>	<p>a) Pencils</p> <p>b) Okra</p> <p>c) Paper</p> <p>d) Water colour</p> <p>e) Sample of artifacts</p> <p>f) Container</p> <p>g) Knife</p> <p>h) Sponge</p>
4. Banana stalk print.	<ul style="list-style-type: none"> <li>➤ Create banana stalk print designs.</li> <li>➤ Identify the uses or importance of such design.</li> </ul>	<p>f) Questioning for reflection.</p> <p>g) Observing pupils follow steps.</p> <p>h) Comparing okra prints and finger or handprint.</p> <p>i) Demonstrating the process with pupils.</p> <p>j) Explanation of difficult concepts.</p>	<p>a) Can pupils follow sequence? Can they explain key points?</p> <p>b) Tell the final use of their print.</p>	<p>(a) Sample of print</p> <p>(b) Pencils</p> <p>(c) Banana stalk</p> <p>(d) Paper</p> <p>(e) Water colour</p> <p>(f) Sample of artefacts</p> <p>(g) Container</p> <p>(h) Knife</p> <p>(i) Sponge</p>
3. Leaf print.	<ul style="list-style-type: none"> <li>➤ Create Leaf print designs</li> <li>➤ Identify the uses or importance of such design.</li> </ul>	<p>a) Questioning for reflection.</p> <p>b) Observing pupils follow steps.</p> <p>c) Comparing okra prints and finger or handprints.</p> <p>d) Demonstrating the</p>	<p>a) Awarded stickers for following sequence.</p> <p>b) Can pupils explain key points?</p> <p>c) Tell the final use of their print.</p>	<p>a) Samples print.</p> <p>b) Pencils</p> <p>c) leaf</p> <p>d) Paper</p> <p>e) Water colour</p> <p>f) Sample of artifacts</p> <p>g) Container</p>

		process with pupils. e) Explanation of difficult concepts.		h) Sponge
4. Texture transfer by rubbing.	<ul style="list-style-type: none"> <li>➤ Create texture transfer designs from different sources such as leaf, sole of shoe, wall etc.</li> <li>➤ Identify the uses or importance of such design.</li> </ul>	<ul style="list-style-type: none"> <li>a) Questioning for reflection.</li> <li>b) Observing pupils follow steps.</li> <li>c) Comparing okra prints and finger or handprint.</li> <li>d) Demonstrating the process with pupils.</li> <li>e) Explanation of difficult concepts.</li> </ul>	<ul style="list-style-type: none"> <li>a) Following steps.</li> <li>b) The teacher should explain key points.</li> <li>c) Tell the final use of their design.</li> </ul>	<ul style="list-style-type: none"> <li>a) Pencils</li> <li>b) Leaf</li> <li>c) Sole of shoes</li> <li>d) Paper</li> <li>e) Water colour</li> <li>f) Sample of artifacts</li> <li>g) Container</li> <li>h) Sponge</li> </ul>
THIRD TERM				
1. Meaning and states of colour.	<ul style="list-style-type: none"> <li>➤ Define colour.</li> <li>➤ Name the various states of colours, e.g. pigment, light, solid, powder, waterish, and pasty states.</li> <li>➤ Describe each state of colour mentioned above.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Asking for feedbacks</li> <li>➤ People explaining key points</li> <li>➤ Tell the nature and characteristic of various states of colours.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Questioning</li> <li>➤ Testing</li> <li>➤ Observing</li> <li>➤ Comparing</li> <li>➤ Demonstrating</li> <li>➤ Explanation</li> <li>➤ Group work</li> <li>➤ Assignments</li> </ul>	<ul style="list-style-type: none"> <li>➤ Paint brush</li> <li>➤ Containers</li> <li>➤ Pencils</li> <li>➤ Paper</li> <li>➤ Water colour</li> <li>➤ Colours in various states</li> </ul>
2. Working with primary colours	<ul style="list-style-type: none"> <li>➤ Define primary colour.</li> <li>➤ Name the various states of colours, pigment, light, solid, powder, waterish and pasty state.</li> <li>➤ Describe each state of colour mentioned.</li> <li>➤ Identify colours that can blend well to create other colours.</li> </ul>	<ul style="list-style-type: none"> <li>a) Questioning pupils on meaning of colours.</li> <li>b) Associate colours by the things found in nature.</li> <li>c) Observing pupils manipulate colours,</li> <li>d) Comparing colours</li> <li>e) Assignments on neutral colours i.e. (black, white, and gray).</li> </ul>	<ul style="list-style-type: none"> <li>a) Asking questions and give pupils feedbacks.</li> <li>b) The teacher should be explaining key points e.g. why colours are called primary colours?</li> <li>c) Each pupil naming and describing the state of colours.</li> <li>d) Tell the nature of primary colours.</li> </ul>	<ul style="list-style-type: none"> <li>a) Containers</li> <li>b) Water</li> <li>c) Paint brushes</li> <li>d) Paper</li> <li>e) Water colour</li> <li>f) Colours in various states</li> <li>g) Charts illustrating the states of colours.</li> </ul>

<p>2. Working with secondary colours.</p>	<ul style="list-style-type: none"> <li>➤ Define secondary colour.</li> <li>➤ Identify the various states of colours, pigment, light, solid, powder, waterish and pasty state.</li> <li>➤ Describe each state of colour mentioned.</li> <li>➤ Identify colours that can blend well to create other colours.</li> </ul>	<ul style="list-style-type: none"> <li>a) Questioning pupils on meaning of primary colours.</li> <li>b) Associate colours the things found in nature.</li> <li>c) Observing pupils manipulate colours to create secondary colours.</li> <li>d) Comparing colours.</li> <li>e) Assignments on warm and cool colours i.e.</li> </ul>	<ul style="list-style-type: none"> <li>a) Asking questions and give pupils Containers.</li> <li>b) Water</li> <li>c) Paint brushes</li> <li>d) Paper</li> <li>e) Water colour</li> <li>f) Colours in various states.</li> <li>g) Charts illustrating the states of colours. Feedbacks.</li> <li>h) Teachers should be explaining key points e.g. why colours are called primary colours?</li> <li>i) Each pupil naming and describing the state of colours.</li> <li>j) Tell the nature of primary colours.</li> </ul>	<ul style="list-style-type: none"> <li>a) Questioning pupils on meaning of colours.</li> <li>b) Associate coloured things found in nature.</li> <li>c) Observing pupils manipulate colours.</li> <li>d) Comparing colours</li> <li>e) Assignments on neutral colours i.e. (black, white, and gray).</li> </ul>
<p>3. The colour wheel with primary and secondary colours only.</p>	<ul style="list-style-type: none"> <li>➤ Define colour.</li> <li>➤ Identify the various states of colours, pigment, light, solid, powder, waterish and pasty state.</li> <li>➤ Describe each state of colour mentioned.</li> <li>➤ Identify colours that can blend well to create other</li> </ul>	<ul style="list-style-type: none"> <li>a) Questioning pupils to recall past knowledge about colours.</li> <li>b) Testing pupils on meaning and states of colours.</li> <li>c) Observing pupils manipulating / mixing coloured pigments.</li> <li>d) Comparing colours to nature e.g. blue sky, red</li> </ul>	<ul style="list-style-type: none"> <li>a) Asking for feedbacks</li> <li>b) People explaining key points.</li> <li>c) Name objects in class that has such colours.</li> <li>d) Tell the nature of primary and secondary colours.</li> <li>e) Tell how each secondary colour is created.</li> </ul>	<ul style="list-style-type: none"> <li>a) Containers</li> <li>b) Water</li> <li>c) Paint brushes</li> <li>d) Paper</li> <li>e) Water colour</li> <li>f) Colours in various states.</li> <li>g) Paint brushes</li> <li>h) Containers</li> <li>i) Sponge brushes.</li> </ul>

	<p>colours.</p> <ul style="list-style-type: none"> <li>➤ Produce the colour wheel that has only the primary and secondary colours.</li> </ul>	<p>rose, yellow bell flower.</p> <ul style="list-style-type: none"> <li>e) Group work.</li> <li>f) Assignments.</li> </ul>		
5.Creating tint of colours	<ul style="list-style-type: none"> <li>➤ Produce tint by adding /mixing a lighter colour colours to the hue.</li> <li>➤ Vary the quantity of white paint to the hue and report the difference.</li> </ul>	<ul style="list-style-type: none"> <li>a) Questioning pupils to recall past knowledge about colours.</li> <li>b) Testing pupils on meaning and states of colours.</li> <li>c) Observing pupils mixing coloured pigments.</li> <li>d) Comparing colours to nature.</li> </ul>	<ul style="list-style-type: none"> <li>a) Encourage pupils to report their findings when tainting colours</li> <li>b) Produce 2-5 different tints of the same colour.</li> <li>c) Produce varying shades of tints using the same hues for a painting.</li> <li>d) Describe the difference.</li> </ul>	<ul style="list-style-type: none"> <li>a) Containers</li> <li>b) Water</li> <li>c) Paint brushes</li> <li>d) Paper</li> <li>e) Water colour</li> <li>f) Colours in various states</li> </ul>
6.Creating shades of colours	<ul style="list-style-type: none"> <li>➤ Produce shades of colours by adding a darker colour to the hue.</li> <li>➤ Create a design with shaded hue and report the effect.</li> </ul>	<ul style="list-style-type: none"> <li>a) Questioning pupils to recall past knowledge about colours.</li> <li>b) Testing pupils on meaning and states of colours.</li> <li>c) Observing pupils manipulating / mixing coloured pigments.</li> <li>d) Comparing colours to nature.</li> <li>e) Group work.</li> </ul>	<ul style="list-style-type: none"> <li>a) Questioning pupils to recall past knowledge about colours.</li> <li>b) Testing pupils on meaning and states of colours.</li> <li>c) Observing pupils manipulating coloured pigments.</li> <li>d) Comparing colours to nature</li> <li>e) Group work.</li> </ul>	<ul style="list-style-type: none"> <li>a) Containers</li> <li>b) Water</li> <li>c) Paint brushes</li> <li>d) Paper</li> <li>e) Water colour</li> <li>f) Colours in various state</li> </ul>

**CURRICULUM REVIEW IN PRACTICAL ARTS  
CLASS 5**

<b>Suggested Topics</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Teaching &amp; Learning Resources</b>
FIRST TERM				
1. Basic Shapes (circle, oval heart shapes).	<ul style="list-style-type: none"> <li>➤ Draw and shade basic shapes with curved lines only (circle, oval heart shapes).</li> <li>➤ Assess the various shapes learners see in the study of objects in our environment.</li> <li>➤ Produce designs with basic shapes learnt.</li> </ul>	<ul style="list-style-type: none"> <li>a) Describing each shape accordingly.</li> <li>b) Practice how to draw without the help of the teacher.</li> <li>c) Drawing and shading well.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe and award marks for correct shapes.</li> <li>b) Drawing and painting basic shapes.</li> <li>c) Discussion</li> <li>d) Pair tasks</li> <li>e) Individual practice</li> </ul>	<ul style="list-style-type: none"> <li>a) Objects in the environment.</li> <li>b) Template of different shapes.</li> <li>c) Markers</li> <li>d) Pencil</li> <li>e) Pastel / crayons</li> <li>f) Paper</li> </ul>
2. Basic shapes (square, rectangle, triangle shapes).	<ul style="list-style-type: none"> <li>➤ Draw and shade basic shapes with straight lines only (square, rectangle, triangle shapes).</li> <li>➤ Assess the various shapes learners see in the study of objects in our environment.</li> <li>➤ Produce designs with basic shapes learnt</li> </ul>	<ul style="list-style-type: none"> <li>a) Describing each shape accordingly.</li> <li>b) Practice how to draw without the help of the teacher.</li> <li>c) Drawing and shading shapes well.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe and award marks for correct shapes.</li> <li>b) Drawing and painting basic shapes.</li> <li>c) Discussion.</li> <li>d) Pair tasks.</li> <li>e) Individual practice</li> </ul>	<ul style="list-style-type: none"> <li>a) Objects in the environment.</li> <li>b) Template of different shapes.</li> <li>c) Markers</li> <li>d) Pencil</li> <li>e) Pastel / crayons</li> <li>f) Paper</li> </ul>
3. Basic forms ( sphere, cylinder, cone).	<ul style="list-style-type: none"> <li>➤ Draw and shade basic forms with curved lines only (circle, oval heart shapes)</li> <li>➤ Assess the various forms learners see in the study of objects in our environment.</li> <li>➤ Produce designs with basic</li> </ul>	<ul style="list-style-type: none"> <li>a) Describing each form accordingly.</li> <li>b) Practice how to draw without the help of the teacher.</li> <li>c) Drawing and shading forms well.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe and award marks for correct forms.</li> <li>b) Drawing and painting basic shapes.</li> <li>c) Discussion</li> <li>d) Pair tasks</li> <li>e) Individual practice</li> </ul>	<ul style="list-style-type: none"> <li>a) Objects in the environment</li> <li>b) diagram of different form</li> <li>c) Markers</li> <li>d) Pencil</li> <li>e) Pastel / crayons</li> </ul>



	forms learnt.			f) Paper
4. Basic forms (Cube, cuboid and pyramid)	<ul style="list-style-type: none"> <li>➤ Draw and shade basic forms with straight lines only (Cube, cuboid and pyramid).</li> <li>➤ Assess the various forms learners see in the study of objects in our environment.</li> <li>➤ Produce designs with basic forms learnt.</li> </ul>	<ul style="list-style-type: none"> <li>a) Describing each form accordingly.</li> <li>b) Practice how to draw without the help of the teacher.</li> <li>c) Drawing and shading forms with straight lines.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe and award marks for correct forms.</li> <li>b) Drawing and painting basic shapes.</li> <li>c) Discussion</li> <li>d) Pair tasks</li> <li>e) Individual practice</li> </ul>	<ul style="list-style-type: none"> <li>a) Objects in the environment.</li> <li>b) Diagram of different forms.</li> <li>c) Markers</li> <li>d) Pencil</li> <li>e) Pastel / crayons</li> <li>f) Paper</li> </ul>
5. Imagine Animal.	<ul style="list-style-type: none"> <li>➤ Use their imagination to create bizarre creature.</li> <li>➤ To examine the differences between imaginative composition and direct studies like still life composition.</li> </ul>	<ul style="list-style-type: none"> <li>a) Children Identify animal in their communities.</li> <li>b) Children tell the features and powers of their creatures.</li> <li>c) Children compare the two types of compositions (Imaginative and direct studies)</li> <li>d) Practice how to draw without the help of the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe and award marks for correct animal forms.</li> <li>b) Drawing and painting of animal.</li> <li>c) Discussion futures of animals.</li> <li>d) Pair tasks.</li> <li>e) Individual practice.</li> </ul>	<ul style="list-style-type: none"> <li>a) Photos of known animals.</li> <li>b) Paper</li> <li>c) Pencil</li> <li>d) Crayon / pastels</li> <li>e) Objects in the environment</li> <li>f) Drawing and painting materials and tools.</li> <li>g) Water colours.</li> <li>h) Paint brush</li> </ul>
6. My Toy.	<ul style="list-style-type: none"> <li>➤ Use their imagination to draw and paint their toys.</li> <li>➤ To examine the differences especially between imaginative composition and direct studies like still life composition.</li> </ul>	<ul style="list-style-type: none"> <li>a) Children identify their animal.</li> <li>b) Children tell the features and powers of their toy.</li> <li>c) The children should compare the two types of compositions (Imaginative and direct studies).</li> <li>d) Practice how to draw without the support of</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe and award marks for correct forms.</li> <li>b) Drawing and painting a toy.</li> <li>c) Discussion</li> <li>d) Pair tasks</li> <li>e) Individual practice</li> </ul>	<ul style="list-style-type: none"> <li>a) Photos of toys.</li> <li>b) Paper</li> <li>c) Pencil</li> <li>d) Crayon / pastels</li> <li>e) Objects in the environment</li> <li>f) Drawing and painting materials and tools.</li> <li>g) Water colours.</li> <li>h) Paint brush</li> </ul>

		the art teacher.		
<b>SECOND TERM</b>				
1. My Family	<ul style="list-style-type: none"> <li>➤ The children should use their imagination to draw and paint their respective families.</li> <li>➤ Pupils should be reinforced by distinguishing among the types of family settings.</li> <li>➤ To examine the differences especially between imaginative composition and direct studies like still life composition.</li> </ul>	<ul style="list-style-type: none"> <li>a) Children identify their respective family types.</li> <li>b) Children tell the composition of their respective families.</li> <li>c) Children compare the two types of compositions (Imaginative and direct studies).</li> <li>d) Practice how to draw without the direct assistance of the art teacher.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe and award marks for correct forms.</li> <li>b) Drawing and painting their families.</li> <li>c) Discussion</li> <li>d) Pair tasks</li> <li>e) Individual practice</li> </ul>	<ul style="list-style-type: none"> <li>a) Photos of different families.</li> <li>b) Paper</li> <li>c) Pencil</li> <li>d) Crayon / pastels</li> <li>e) Objects in the environment</li> <li>f) Drawing and painting materials and tools.</li> <li>g) Water colours.</li> <li>h) Paint brush</li> </ul>
2. Fruits	<ul style="list-style-type: none"> <li>➤ To draw from natural objects to create a family of 3 different fruits.</li> <li>➤ To examine the differences between imaginative composition and direct studies of fruits.</li> <li>➤ To practice how to set natural object in a composition form (putting small items in front).</li> </ul>	<ul style="list-style-type: none"> <li>a) Examine how real their fruits look.</li> <li>b) Children compare the two types of compositions.</li> <li>c) Practice how to draw without the help of the teacher.</li> <li>d) Observe the arrangement of the fruits. (Encourage overlapping of the fruits)</li> <li>e) Observe shading or painting skills.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe and award marks for correct forms of fruits.</li> <li>b) Drawing and painting their fruits.</li> <li>c) Discussion</li> <li>d) Pair tasks</li> <li>e) Individual practice.</li> </ul>	<ul style="list-style-type: none"> <li>a) Photos of fruits.</li> <li>b) Paper</li> <li>c) Pencil</li> <li>d) Crayon / pastels</li> <li>e) Objects in the environment</li> <li>f) Drawing and painting materials and tools.</li> <li>g) Water colours.</li> <li>h) Paint brushes</li> </ul>
3. My Best Animals.	<ul style="list-style-type: none"> <li>➤ Use their imagination to create their best animal.</li> <li>➤ To examine the differences</li> </ul>	<ul style="list-style-type: none"> <li>a) Teacher and pupils should identify their best animal.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe and award marks for correct form of an animal.</li> </ul>	<ul style="list-style-type: none"> <li>a) Photos of known animals.</li> <li>b) Paper</li> </ul>

	between imaginative composition and direct studies like still life composition.	<ul style="list-style-type: none"> <li>b) Children should describe their animal.</li> <li>c) Children should compare the two types of compositions (Imaginative and direct studies).</li> <li>d) Practice how to draw their best animal without the help of the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>b) Drawing and painting their best animal.</li> <li>c) Discussion</li> <li>d) Pair tasks</li> <li>e) Individual practice</li> </ul>	<ul style="list-style-type: none"> <li>c) Pencil</li> <li>d) Crayon / pastels</li> <li>e) Objects in the environment</li> <li>f) Drawing and painting materials and tools.</li> <li>g) Water colours.</li> <li>h) Paint brush</li> </ul>
4. My Wonderful Innovation / Invention.	<ul style="list-style-type: none"> <li>➤ Use their imagination to create bizarre machines.</li> <li>➤ To examine the differences between imaginative composition and direct studies like still life composition.</li> <li>➤ Paint machine and around the machine.</li> </ul>	<ul style="list-style-type: none"> <li>a) The children should identify their invention.</li> <li>b) The children should tell the features and powers of their creations.</li> <li>c) Children compare the two types of compositions (Imaginative and direct studies).</li> <li>d) Practice how to draw and paint their invention without the help of the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe and award marks for creating a machine.</li> <li>b) Producing a new creation.</li> <li>c) Discussion</li> <li>d) Pair tasks</li> <li>e) Individual practice</li> </ul>	<ul style="list-style-type: none"> <li>a) Photos of machines.</li> <li>b) Paper</li> <li>c) Pencil</li> <li>d) Crayon / pastels</li> <li>e) Objects in the environment</li> <li>f) Drawing and painting materials and tools.</li> <li>g) Water colours.</li> <li>h) Paint brushes</li> </ul>
4. Prints from Styrofoam.	<ul style="list-style-type: none"> <li>➤ Pupils should use Styrofoam to produce identical prints.</li> <li>➤ Create incised images or patterns on flat Styrofoam.</li> <li>➤ Produce prints with different colours.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe their skills to incise Styrofoam.</li> <li>b) Print without blemish.</li> <li>c) Practice how to create design and print without the help of the teacher.</li> <li>d) Observe exhibition of products.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe and award marks for correct forms.</li> <li>b) Discussion</li> <li>c) Pair tasks</li> <li>d) Individual practice cloth</li> </ul>	<ul style="list-style-type: none"> <li>a) Pre patterned Styrofoam.</li> <li>b) Ink pad</li> <li>c) Ink</li> <li>d) Paper</li> <li>e) Pencil</li> <li>f) Water colours.</li> <li>g) Paint brushes</li> </ul>

6.Potato Print	<ul style="list-style-type: none"> <li>➤ Pupils should use potato to produce identical prints on papers.</li> <li>➤ Create incised images or patterns on flat Styrofoam.</li> <li>➤ Produce prints with different colours.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe their skills to incise on potato.</li> <li>b) Print without blemish.</li> <li>c) Practice how to create design and print without the help of the teacher.</li> <li>d) Transfer on both paper and cloth.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe and award marks for correct incising on potatoes.</li> <li>b) Observe pupils' discussion.</li> <li>c) Pair tasks on printing.</li> <li>d) Individual practice on cloth / fabric.</li> </ul>	<ul style="list-style-type: none"> <li>a) Potato.</li> <li>b) Ink pad</li> <li>c) Ink</li> <li>d) Paper</li> <li>e) Incising blade</li> <li>f) Pencil</li> <li>g) Water colours.</li> <li>h) Paint brushes</li> </ul>
THIRD TERM				
1.Textured Paper.	<ul style="list-style-type: none"> <li>➤ Create several textures on paper through rubbing with crayon, pastels or pencils.</li> <li>➤ Utilize textured paper to create other artifacts such as wrapping paper, gift wrapper, or collage picture, place mats.</li> </ul>	<ul style="list-style-type: none"> <li>a) Define texture</li> <li>b) Assess how clear and interesting are the texture design looks.</li> <li>c) How artistic is the final product?</li> <li>d) Practice how to work without the help of the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe and award marks for creating texture</li> <li>b) Discussion steps involved.</li> <li>c) Pair tasks</li> <li>d) Individual practice</li> </ul>	<ul style="list-style-type: none"> <li>a) Paper</li> <li>b) Crayon</li> <li>c) Pastel</li> <li>d) Leaf</li> <li>e) Wall</li> <li>f) Pencil</li> <li>g) Tissue paper</li> </ul>
2.Colour; Meaning State primary colours.	<ul style="list-style-type: none"> <li>➤ Pupils will define primary colours.</li> <li>➤ Identify primary colours.</li> <li>➤ Associate each primary to things around us e.g. blue sky, yellow banana and a red sun.</li> <li>➤ Create blow design or squash out with primary colours.</li> <li>➤ Identify the new colours created where two colours meet.</li> </ul>	<ul style="list-style-type: none"> <li>a) Correctly defining the term primary colours.</li> <li>b) Naming the primary colours and associating them to natural things they know.</li> <li>c) Designing with primary colours.</li> <li>d) Naming the new colours created ( Orange, Green, and Violet).</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe and award marks for correct other colours.</li> <li>b) Mixing colours without blemishing them</li> <li>c) Observe discussion on primary colours</li> <li>d) Pair tasks</li> <li>e) Individual practice</li> </ul>	<ul style="list-style-type: none"> <li>a) Powder colours</li> <li>b) Water colours</li> <li>c) Paint brush</li> <li>d) Paper</li> <li>e) Sponge</li> <li>f) Containers</li> </ul>
3.Secondary colours	<ul style="list-style-type: none"> <li>➤ Define secondary colours.</li> <li>➤ Demonstrate how each</li> </ul>	<ul style="list-style-type: none"> <li>a) Telling the meaning of colours.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe and award marks for correct other</li> </ul>	<ul style="list-style-type: none"> <li>a) Objects in the environment.</li> </ul>

	<p>secondary colour is created E.g.: Red+Blue=Violet Blue+Yellow=Green Yellow+Red=Orange</p>	<p>b) Children should have the ability to create secondary colours. c) Practice how to mix colours without the help of the teacher. d) Naming the primary, and secondary colours correctly.</p>	<p>colours. b) Mixing colours without blemishing them c) Observe discussion on primary and secondary colours. d) Pair tasks on discovery of new colours from primary colours. e) Individual practice.</p>	<p>b) Drawing and painting materials and tools. c) Red, yellow and blue water colours. d) Leaves, flowers and stems should be rich in colour.</p>
3. Tertiary colours.	<p>➤ Define tertiary colours. ➤ Demonstrate how each tertiary colour is created. (Mixing a primary plus an adjacent secondary, E.g.: Red + Orange=Red-orange Red + Violet = Red-violet Blue + Green = Blue-green Blue + Violet = Blue -violet Yellow + Orange = Yellow-orange Yellow + Green = Yellow-green</p>	<p>a) Telling the meaning of tertiary colours. b) Children should have the ability to create tertiary colours. c) Practice how to mix colours to produce tertiaries without the help of the teacher. d) Naming the primary, secondary and tertiary colours correctly.</p>	<p>a) Observe and award marks for correcting other colours. b) Mixing colours without blemishing them c) Observe discussion on primary and secondary colours. d) Pair tasks on discovery of new colours from primary colours. e) Individual practice.</p>	<p>a) Powder colours b) Water colours c) Paint brush d) Paper e) Sponge f) The colour wheel g) The chart of the rainbow.</p>
5.Basic shapes on Papier mache.	<p>➤ Creating basic shapes out of paper pulp with the use of different colours. ➤ Follow sequences to create basic shapes.</p>	<p>a) Make basic shape out of papier mache. b) Name the materials used in papier mache. c) Practice how to process paper pulp. d) Naming the basic shapes.</p>	<p>a) Observe and award marks for correct processing of paper pulp. b) Mixing pounded paper with cooked starch c) Observe discussion on modeling forms. d) Individual practice.</p>	<p>a) Cooked starch b) Containers c) News papers d) Water colour e) Powder colours f) Modelling tools</p>

6.Collage on blown balloon	<ul style="list-style-type: none"> <li>➤ Creating sphere out of paper pulp with the using of different colours.</li> <li>➤ Follow sequences to create basic shapes.</li> </ul>	<ul style="list-style-type: none"> <li>a) Make basic form out of papier mache.</li> <li>b) Name the materials used in papier mache</li> <li>c) Practice how to process paper pulp.</li> <li>d) Naming the basic forms.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe and award marks for procedure.</li> <li>b) Mixing paper and starch</li> <li>c) Observe discussion on process and procedure.</li> <li>d) Pair tasks on discovery ways and a rainbow.</li> <li>e) Individual practice.</li> </ul>	<ul style="list-style-type: none"> <li>a) Cooked starch</li> <li>b) Balloon</li> <li>c) Containers</li> <li>d) News papers</li> <li>e) Water colour</li> <li>f) Powder colours</li> <li>g) Modeling tools</li> </ul>
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**CURRICULUM REVIEW IN PRACTICAL ARTS  
CLASS 6**

<b>Suggested Topics</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Teaching &amp; Learning Resources</b>
FIRST TERM				
1. Paper stencil and template prints.	<ul style="list-style-type: none"> <li>➤ Create paper stencils and template.</li> <li>➤ Produce prints on cloths using template of stencils.</li> <li>➤ Process printing ink with white powder.</li> </ul>	<ul style="list-style-type: none"> <li>a) Introducing the importance of cutting paper stencil and templates.</li> <li>b) Printing on fabric.</li> <li>c) Observing effects.</li> <li>d) Processing printing ink with powder.</li> <li>e) Differentiating between the stencil and template.</li> <li>f) Feedbacks</li> <li>g) Precautionary measures.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observing and award grades for sketching, cutting.</li> <li>b) Mixing colours to correct consistency.</li> <li>c) Demonstration on preparing stencil and template.</li> <li>d) Examine and assess printed product.</li> </ul>	<ul style="list-style-type: none"> <li>a) Water colours</li> <li>b) Brushes</li> <li>c) Water</li> <li>d) Paper/vanguards</li> <li>e) Oil paint</li> <li>f) White powder</li> <li>g) Cloth</li> <li>h) Kerosine</li> <li>i) Sponge</li> </ul>

<p>2. Random designs: <b>(Asymmetry)</b> stippling, blow, and directing colours for a wallpaper/gift wrapper.</p>	<ul style="list-style-type: none"> <li>➤ Create several random designs of their choice on paper.</li> <li>➤ To mix colours and produce different effects.</li> <li>➤ Distinguish between symmetry and asymmetry.</li> </ul>	<ol style="list-style-type: none"> <li>a) Following sequences.</li> <li>b) Correct spread of colours.</li> <li>c) Display of works.</li> <li>d) Explain uses of designs.</li> <li>e) Feedbacks.</li> </ol>	<ol style="list-style-type: none"> <li>a) Mixing colours properly.</li> <li>b) Demonstration on the steps.</li> <li>c) Creating shades of colours.</li> <li>d) Taking turns.</li> <li>e) Precautionary measures are observed.</li> </ol>	<ol style="list-style-type: none"> <li>a) Water colours</li> <li>b) Paint brushes</li> <li>c) Samples of designs</li> <li>d) Straws</li> <li>e) Water</li> <li>f) Paper/vanguards</li> <li>g) Cakes of soap</li> <li>h) Spoons</li> <li>i) Books</li> </ol>
<p>3. Construction design: <b>(Symmetry)</b> Pull-string/squash-out.</p>	<ul style="list-style-type: none"> <li>➤ Create several construction designs of their choice on paper.</li> <li>➤ To mix colours and produce different effects.</li> <li>➤ Distinguish between symmetry and asymmetry</li> </ul>	<ol style="list-style-type: none"> <li>a) Encourage pupils to observe and following sequence.</li> <li>b) Correct handling of materials.</li> <li>c) Display of works.</li> <li>d) Explain uses of designs.</li> </ol>	<ol style="list-style-type: none"> <li>a) Mixing colours properly.</li> <li>b) Demonstration on the steps.</li> <li>c) Creating shades of colours.</li> <li>d) Taking turns.</li> <li>e) Precautionary measures observed.</li> </ol>	<ol style="list-style-type: none"> <li>a) Water colours</li> <li>b) Paint brushes</li> <li>c) Straws</li> <li>d) Water</li> <li>e) Paper/vanguards</li> <li>f) Cakes of soap</li> <li>g) Spoons</li> <li>h) Books</li> <li>i) Strings</li> </ol>
<p>4. Making greeting cards: -Birthday -Weeding -Get well soon</p>	<ul style="list-style-type: none"> <li>➤ Pupils create greeting cards: birthday cards, best wishes cards, or Christmas card.</li> <li>➤ Choose appropriate design, and symbols to march with the card of their choice.</li> </ul>	<ol style="list-style-type: none"> <li>a) Folding paper</li> <li>b) Creating appropriate design</li> <li>c) Following procedures</li> <li>d) Display of works</li> </ol>	<ol style="list-style-type: none"> <li>a) Mixing colours properly</li> <li>b) Demonstration the steps to create greeting cards.</li> <li>c) Creating shades of colours</li> <li>d) Taking turns</li> <li>e) Observing that precautionary measures are observed.</li> </ol>	<ol style="list-style-type: none"> <li>a) Water colours</li> <li>b) Brushes</li> <li>c) Vanguard</li> <li>d) Water</li> <li>e) Paper</li> <li>f) Water colour</li> <li>g) Powder paint</li> </ol>
<p>5, Calligraphy</p>	<ul style="list-style-type: none"> <li>➤ Meaning of calligraphy.</li> <li>➤ Types of typefaces.</li> </ul>	<ol style="list-style-type: none"> <li>a) Define the term calligraphy.</li> </ol>	<ol style="list-style-type: none"> <li>a) Listen to the definition of calligraphy.</li> </ol>	<ol style="list-style-type: none"> <li>a) Paper</li> <li>b) Ruler</li> </ol>

	<p>(Scripts, Joint script, Cursive, and Gothic).</p> <ul style="list-style-type: none"> <li>➤ Meaning of Rule paper and practice, and produce (Scripts, Joint script, and Cursive) writings.</li> <li>➤ Write in cursive simple messages they would attach on greeting cards.</li> </ul>	<ul style="list-style-type: none"> <li>b) Rule paper by creating 4 parallel lines.</li> <li>c) Practice how to shape baseline letters, letters with hands and letters with feet.</li> <li>d) Following the rules of cursive handwriting.</li> <li>e) Attaching written message in greeting card.</li> <li>f) Display of works.</li> <li>g) Purposeful scribbling.</li> </ul>	<ul style="list-style-type: none"> <li>b) Observe pupils rule lines.</li> <li>c) Assess pupils on writing script on ruled paper (baseline letters (e.g. a, c, e, I, m, n, o, r, s, u, v, w, x.) Letters with hands/ ascenders (e.g. b, d, f, h, k, l, t,) and letters with feet (e.g. g, j, p, q, y )</li> <li>d) Introduce joint script and later cursive.</li> <li>e) Demonstrate writing messages with pencil then with pen.</li> </ul>	<ul style="list-style-type: none"> <li>c) Pencil</li> <li>d) Eraser</li> <li>e) Calligraphic pen or improvised version.</li> <li>f) Old greeting cards.</li> <li>g) Indian ink.</li> <li>h) Writing book</li> </ul>
<b>SECOND TERM</b>				
1. Paper check weave.	<ul style="list-style-type: none"> <li>➤ Cut coloured vanguards into equal strips for the warp and the other one which is for the weft.</li> <li>➤ Weave a paper mat using the check weave</li> <li>➤ Complete the paper mat by covering it with clear plastic / clear masking tape. (Laminating it)</li> </ul>	<ul style="list-style-type: none"> <li>a) Explain the meaning of weaving.</li> <li>b) Define weft and warp.</li> <li>c) Identify the items used in weaving</li> <li>d) List some techniques used in weaving.</li> <li>e) Display of completed works</li> </ul>	<ul style="list-style-type: none"> <li>a) Explaining the meaning and other concepts in weaving.</li> <li>b) Can pupils name parts of a weave?</li> <li>c) Observe the cutting of coloured papers into equal strips.</li> <li>d) Assess the weaves and durability of the weaved paper.</li> <li>e) Demonstration the different weaving techniques</li> </ul>	<ul style="list-style-type: none"> <li>a) Scissors</li> <li>b) Stapler and pins</li> <li>c) Transparent</li> <li>d) Masking tape.</li> <li>e) Paper glue</li> <li>f) Masking tape</li> <li>g) Evostick</li> <li>h) Water colours</li> <li>i) Sponge brushes</li> <li>j) Water</li> <li>k) Paper/vanguards</li> </ul>
2.Colour Theory: Primary and secondary	<ul style="list-style-type: none"> <li>➤ Define primary and secondary colours.</li> <li>➤ Explain and demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>a) Defining concepts on colour theory.</li> <li>b) Creating and explain</li> </ul>	<ul style="list-style-type: none"> <li>a) Mixing colours correctly.</li> <li>b) Observe pupils creating secondary colours.</li> </ul>	<ul style="list-style-type: none"> <li>a) Water colours</li> <li>b) Paint brushes</li> <li>c) Water</li> </ul>



colours.	<p>how secondary colours are made from primary colours.</p> <ul style="list-style-type: none"> <li>➤ Use the wet-on-wet technique to produce a design with primary and secondary colours.</li> <li>➤ Let pupils discover new colours that are created.</li> <li>➤ Produce a colour wheel with the correct placement of the colours.</li> </ul>	<p>how secondary colours are made.</p> <ul style="list-style-type: none"> <li>c) Demonstrate how wet on wet technique is done.</li> <li>d) Display sample of the six colours of colour wheel.</li> <li>e) Display of works should be done.</li> </ul>	<ul style="list-style-type: none"> <li>c) How pupils use the wet on wet to create new design.</li> <li>d) Each pupil creates the 6-coloured wheel in their drawing books.</li> <li>e) Assess pupils for good displaying of technique.</li> </ul>	<ul style="list-style-type: none"> <li>d) Container</li> <li>e) Mathematical set</li> <li>f) Ruler</li> <li>g) Powder colours</li> <li>h) Sponge brush</li> <li>i) Paper/vanguards</li> </ul>
2. Tertiary colours.	<ul style="list-style-type: none"> <li>➤ Define tertiary colours.</li> <li>➤ Demonstrate how each tertiary colour is created. (Mixing a primary plus an adjacent secondary E.g.: Red + Orange=Red-orange Red + Violet = Red-violet Blue + Green = Blue-green Blue + Violet = Blue -violet Yellow + Orange = Yellow-orange Yellow + Green = Yellow-green.</li> </ul>	<ul style="list-style-type: none"> <li>a) Telling the meaning of tertiary colours.</li> <li>b) Children ability to create tertiary colours.</li> <li>c) Practice how to mix colours to produce tertiaries without the help of the teacher.</li> <li>d) Naming the primary, secondary and tertiary colours correctly.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe pupils explain the concept of tertiary colours.</li> <li>b) Demonstration on ho each tertiary is created.</li> <li>c) Identifying the different categories of colours</li> <li>d) Explanation on how colours relate on the colour wheel.</li> <li>e) Individual task on drawing and colouring the 12 colour wheel.</li> </ul>	<ul style="list-style-type: none"> <li>a) Powder colours</li> <li>b) Water colours</li> <li>c) Paint brush</li> <li>d) Paper</li> <li>e) Mathematical set</li> <li>f) Ruler</li> <li>g) Containers</li> <li>h) Sponge</li> <li>i) The colour wheel</li> <li>j) The chart of the rainbow</li> </ul>

4. Tinting and shading	<ul style="list-style-type: none"> <li>➤ Explain and produce tints by adding white or a lighter colour to the hue.</li> <li>➤ Explain and create shade by adding black or a darker colour to the hue.</li> <li>➤ To mix colours and produce different shades.</li> <li>➤ Draw and paint a sphere and cylinder and cone showing tints/highlight, hue and shades.</li> </ul>	<ul style="list-style-type: none"> <li>a) Creating tint of colours.</li> <li>b) Producing shade of colours.</li> <li>c) Vary shade of the same hue.</li> <li>d) Display of works should be done.</li> <li>e) Directing learners and giving feedbacks on what they observe.</li> </ul>	<ul style="list-style-type: none"> <li>a) Mixing colours correctly.</li> <li>b) Demonstration on how to create tints and shades with a hue.</li> <li>c) Naming shades of colours.</li> <li>d) Assess pupils' painted forms to look two-dimensional.</li> </ul>	<ul style="list-style-type: none"> <li>a) Water colours</li> <li>b) Brushes</li> <li>c) Water</li> <li>d) Containers</li> <li>e) Paper glue</li> <li>f) Plastic spoons</li> <li>g) Paper/vanguards</li> <li>h) Dryers</li> </ul>
5, Relief carving and carving-in-the-round.	<ul style="list-style-type: none"> <li>➤ Explain the term carving.</li> <li>➤ Identify tools and equipment used in carving.</li> <li>➤ Describe and produce relief carving as one type of carving.</li> <li>➤ Explain and create a carving in the round.</li> <li>➤ Identify places in the country where these types of carving could be found.</li> <li>➤ Creating carving on soap. Candle or clay bodies.</li> </ul>	<ul style="list-style-type: none"> <li>a) Producing relief and carving-in –the-round.</li> <li>b) Naming and stating the importance of tools and equipment.</li> <li>c) Naming places they could be found</li> <li>d) Display of works should be done.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observing pupils' sketches</li> <li>b) Describing items needed for carving</li> <li>c) Display appropriate carving techniques</li> <li>d) Applying storage techniques.</li> <li>e) Demonstration carving in the round.</li> <li>f) Carving images.</li> </ul>	<ul style="list-style-type: none"> <li>a) Water colours</li> <li>b) Brushes</li> <li>c) Water</li> <li>d) Paper/vanguards</li> <li>e) Carving tools</li> <li>f) Cakes of soap</li> <li>g) Soft wood</li> <li>h) Oil stone and oil</li> </ul>
<b>THIRD TERM</b>				
1, Imaginative composition (My Dream World).	<ul style="list-style-type: none"> <li>➤ Define/ describe imaginative composition.</li> <li>➤ Identify items needed for painting imaginative scenes.</li> <li>➤ To examine the differences between imaginative</li> </ul>	<ul style="list-style-type: none"> <li>a) The teacher should explain key concepts.</li> <li>b) The children should identify things suitable to make imaginative composition.</li> </ul>	<ul style="list-style-type: none"> <li>a) Listen to pupils' presentation</li> <li>b) Examine pupils preliminary and final sketches</li> <li>c) Grade pupils finishes painting</li> <li>d) Demonstrating the</li> </ul>	<ul style="list-style-type: none"> <li>a) Photos of known animals. Plants insects, buildings</li> <li>b) Paper</li> <li>c) Pencil</li> <li>d) Crayon / pastels</li> <li>e) Objects in the</li> </ul>

	<p>composition and direct studies like still life composition.</p> <ul style="list-style-type: none"> <li>➤ Use their imagination to create a painting.</li> </ul>	<p>c) Children should tell the features of their images in the composition.</p> <p>d) Children should compare the two types of compositions: (Imaginative and direct studies).</p> <p>e) They should practice how to draw without the help of the teacher.</p>	<p>painting techniques.</p>	<p>environment</p> <p>f) Drawing and painting materials and tools.</p> <p>g) Water colours.</p> <p>h) Paint brush</p>
<p>2. Still life drawing.</p>	<ul style="list-style-type: none"> <li>➤ Defining still-life drawing.</li> <li>➤ Identify objects suitable for still-life drawing.</li> <li>➤ Demonstrate skills in arranging and rearranging items to be drawn.</li> <li>➤ Identify items required for still-life drawing.</li> <li>➤ Produce a still-life drawing of item found in the kitchen, classroom or a composition of local musical instrument.</li> </ul>	<p>a) Pupils should be defining main concepts.</p> <p>b) Identifying items in still-life drawing.</p> <p>c) Proper arrangement of objects.</p> <p>d) Display of works should be done.</p>	<p>a) Listen to pupils' presentations.</p> <p>b) Examine pupils' preliminary and final sketches.</p> <p>c) Grade pupils when they've completed painting.</p> <p>d) Demonstrating the painting techniques.</p>	<p>a) Crayon</p> <p>b) Pastels</p> <p>c) Crayon pencils</p> <p>d) Water colours</p> <p>e) Brushes</p> <p>f) Water</p> <p>g) Paper/vanguards</p>
<p>3. Clay craft, meaning, properties of clay, Pinch pot.</p>	<ul style="list-style-type: none"> <li>➤ Defining clay and clay crafts (Pottery).</li> <li>➤ Discuss the properties of clay</li> <li>➤ Identify materials, tools and equipment used in</li> </ul>	<p>a) Pupils define clay, clay crafts and pottery.</p> <p>b) Pupils name the properties that made the clay body.</p>	<p>a) Listen to pupils' presentation on properties of clay.</p> <p>b) Examine pupils' preliminary and final sketches</p>	<p>a) Processed clay</p> <p>b) Containers</p> <p>c) Bat</p> <p>d) Brushes</p> <p>e) Water</p> <p>f) Paper</p>

	<p>pottery.</p> <ul style="list-style-type: none"> <li>➤ Demonstrate how a pinch pot is made.</li> <li>➤ Discuss how finishing is done on pots.</li> <li>➤ Discuss method of storage.</li> </ul>	<ul style="list-style-type: none"> <li>c) Pupils should identify the main materials, tools, and equipment used in pottery.</li> <li>d) Produce pinch pot, following sequence.</li> <li>e) Display of works should be done.</li> </ul>	<ul style="list-style-type: none"> <li>c) Grade pupils finishes painting</li> <li>d) Demonstrating the pinch pot techniques.</li> </ul>	<ul style="list-style-type: none"> <li>g) Modeling tools: scooper, spatula, wedging wire, plastic bag, sponge</li> </ul>
4. Coil pot technique.	<ul style="list-style-type: none"> <li>➤ Meaning of Pottery.</li> <li>➤ Revise the name of materials, tools and equipment used in pottery.</li> <li>➤ Demonstrate how a coil pot is made.</li> <li>➤ Explain how slip is made.</li> <li>➤ Discuss the possible finishing for the coil pots.</li> </ul>	<ul style="list-style-type: none"> <li>a) Pupils should define pottery.</li> <li>b) Pupils should identify the main materials, tools, and equipment used in pottery.</li> <li>c) How slip is used to join parts of clay.</li> <li>d) Produce coil pots following sequence.</li> <li>e) Display of works.</li> </ul>	<ul style="list-style-type: none"> <li>a) Listen to pupils' presentation.</li> <li>b) Examine pupils' preliminary and final sketches.</li> <li>c) Grade pupils when they've completed painting.</li> <li>d) Demonstrating the coil pot techniques.</li> </ul>	<ul style="list-style-type: none"> <li>a) Processed clay</li> <li>b) Pencil</li> <li>c) Containers</li> <li>d) Bat</li> <li>e) Slip</li> <li>f) Brushes</li> <li>g) Water</li> <li>h) Paper</li> <li>i) Modeling tools: scooper, spatula, wedging wire, plastic bag, sponge.</li> </ul>
5.Slab pot technique.	<ul style="list-style-type: none"> <li>➤ Meaning Pottery</li> <li>➤ Revise name of materials, tools and equipment used in pottery.</li> <li>➤ Demonstrate how a slab pot is made.</li> <li>➤ Discuss the possible finishing for the coil pots.</li> </ul>	<ul style="list-style-type: none"> <li>a) Pupils should define pottery.</li> <li>b) Pupils should identify the main materials, tools, and equipment used in pottery.</li> <li>c) Produce slab pots following sequence.</li> <li>d) Finish work with nice design.</li> </ul>	<ul style="list-style-type: none"> <li>a) Listen to pupils' presentation.</li> <li>b) Observe preparation of slip.</li> <li>c) Examine pupils' preliminary and final sketches.</li> <li>d) Grade pupils when they've completed painting.</li> <li>e) Demonstrating the slab</li> </ul>	<ul style="list-style-type: none"> <li>a) Processed clay</li> <li>b) Pencil</li> <li>c) Containers</li> <li>d) Bat</li> <li>e) Slip</li> <li>f) Brushes</li> <li>g) Water</li> <li>h) Paper</li> <li>i) Modeling tools: scooper, spatula,</li> </ul>

		e) Display of works.	pot techniques.	wedging wire, plastic bag, sponge.
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**CURRICULUM REVIEW IN PRACTICAL ARTS  
FORM 1**

<b>Suggested Topics</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Teaching &amp; Learning Resources</b>
<b>FIRST TERM</b>				
1. Meaning, Importance, and branches of Practical Arts.	<ul style="list-style-type: none"> <li>➤ Define Practical Arts.</li> <li>➤ Discuss the origin of Practical Arts in brief.</li> <li>➤ Highlight the importance of Practical Art to man and the nation.</li> <li>➤ Identify the general branches and occupations in Practical Arts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Define and discuss the main terms in the definition.</li> <li>➤ Explain how Art started.</li> <li>➤ Highlight the importance of Art to: a) man, b) the nation.</li> <li>➤ List down the general branches, occupation, main materials and tools.</li> </ul>	<ul style="list-style-type: none"> <li>a) Can pupils recall the definition of Practical Arts?</li> <li>b) Listen to student when they're telling the origin of Art.</li> <li>c) Can student distinguish between the importance of Practical Arts to man and the nation?</li> <li>d) Correctly identify the various branches in Practical Arts.</li> </ul>	<ul style="list-style-type: none"> <li>e) Teacher Training Module1.</li> <li>f) Chart</li> <li>g) Magazines</li> <li>h) Vanguards</li> <li>i) Paint brushes</li> <li>j) Crayons</li> <li>k) Water colours</li> <li>l) Brushes</li> <li>m) Internet</li> </ul>
2. Prehistoric Arts- Paleolithic Period.	<ul style="list-style-type: none"> <li>➤ To discuss the life and art of early man.</li> <li>➤ Identify this period of development (Paleolithic).</li> <li>➤ Talk about the personalities that contributed to the development of Art History and Appreciation; (Anthropologist, Archeologist,</li> </ul>	<ul style="list-style-type: none"> <li>a) Identify the different Prehistoric periods.</li> <li>b) Explaining the roles of the personalities that wrote about the Prehistoric periods.</li> <li>c) Discuss the basic needs of man</li> <li>d) Display of artifacts</li> </ul>	<ul style="list-style-type: none"> <li>a) Explain the prehistoric era.</li> <li>b) Assess discussion on what early man did to attain his basic biological needs.</li> <li>c) Students are encouraged to do evaluation on the quality of the works of early man.</li> <li>d) Demonstration on how</li> </ul>	<ul style="list-style-type: none"> <li>a) Teacher Training Module 1</li> <li>b) Chart of tools and works of early man</li> <li>c) Magazines</li> <li>d) Vanguards</li> <li>e) Crayons</li> <li>f) Water colours</li> <li>g) Brushes</li> </ul>

	<p>Art Historian, Artists etc).</p> <ul style="list-style-type: none"> <li>➤ Describe where he lived (cave).</li> <li>➤ Name their basic needs that made him to make tools.</li> <li>➤ Materials used (stones, sticks, and clay).</li> <li>➤ To describe the quality of his artworks. (Functional and not beautiful – aesthetic).</li> </ul>	<ul style="list-style-type: none"> <li>e) Describe their dwellings. Tools and way of life in the Paleolithic period.</li> <li>f) Display tools and paintings of early man</li> </ul>	<p>man produces paint.</p> <ul style="list-style-type: none"> <li>e) Individual activities of early man</li> <li>f) Drawing/painting like early man.</li> </ul>	<ul style="list-style-type: none"> <li>h) Internet</li> </ul>
3. Mesolithic Period.	<ul style="list-style-type: none"> <li>➤ To discuss the life and art of early man.</li> <li>➤ Identify this period of development.t (Mesolithic)</li> <li>➤ Describe the developments that took place; where he lived, how they eat, cloths, tools etc.</li> <li>➤ Materials used (stones, sticks, clay)</li> <li>➤ To describe the quality of his artworks (functional and not beautiful – aesthetic)</li> </ul>	<ul style="list-style-type: none"> <li>a) Identify the different Prehistoric periods.</li> <li>b) Display of artifacts made in this period</li> <li>c) Describe their dwellings. Tools, foods and way of life in the Mesolithic period.</li> </ul>	<ul style="list-style-type: none"> <li>a) Explain the prehistoric era.</li> <li>b) Assess discussion on what early man did to attain his basic needs.</li> <li>c) Students are encouraged to do evaluation on the quality of the works of man in the Mesolithic Period.</li> <li>d) Demonstration on how man produced his needs.</li> <li>e) Individual activities of early man.</li> <li>f) Drawing/painting like early man.</li> </ul>	<ul style="list-style-type: none"> <li>a) Teacher Training Module 1</li> <li>b) Chart of tools and works of early man</li> <li>c) Magazines</li> <li>d) Vanguards</li> <li>e) Crayons</li> <li>f) Water colours</li> <li>g) Brushes</li> <li>h) Internet</li> </ul>
4. Neolithic Period.	<ul style="list-style-type: none"> <li>➤ To discuss the life and art of early man.</li> <li>➤ Identify this period of development (Neolithic).</li> <li>➤ Describe the developments that took place; where he lived, how they eat, wear</li> </ul>	<ul style="list-style-type: none"> <li>a) Identify the different Prehistoric periods.</li> <li>b) Display of artifacts made in this period</li> <li>c) Describe their dwellings. Tools, foods and way of life in the Neolithic period.</li> </ul>	<ul style="list-style-type: none"> <li>a) Explain the prehistoric era.</li> <li>b) Assess discussion on what early man did to attain his basic needs in the Neolithic period.</li> <li>c) Compare and contrast the developments that took</li> </ul>	<ul style="list-style-type: none"> <li>a) Teacher Training Module 1.</li> <li>b) Arts and Crafts for Secondary Schools.</li> <li>c) Chart of tools and works of early man.</li> <li>d) Magazines</li> </ul>

	<p>cloths, and made tools etc.</p> <ul style="list-style-type: none"> <li>➤ Materials used: (stones, sticks, and clay).</li> <li>➤ To describe the quality of his artworks (functional and not beautiful – aesthetic)</li> </ul>		<p>place during this period.</p> <p>d) Individual activities of man in the Neolithic Period.</p>	<p>e) Vanguards f) Crayons g) Water colours h) Brushes i) Internet</p>
5. Metal Age.	<ul style="list-style-type: none"> <li>➤ To discuss the life and art of early man in the metal age.</li> <li>➤ Identify this period of development (Metal Age).</li> <li>➤ Describe the developments that took place; where he lived, how they eat, cloths, tools etc.</li> <li>➤ Materials used (metals, stones, sticks, and clay).</li> <li>➤ To describe the quality of his artworks, (functional and not beautiful – aesthetic).</li> <li>➤ Discuss the improvement that took place,</li> </ul>	<ul style="list-style-type: none"> <li>a) Identify the different Prehistoric periods.</li> <li>b) Display of artifacts made in this period.</li> <li>c) Describe their dwellings. Tools, foods and way of life in the Mesolithic period.</li> </ul>	<ul style="list-style-type: none"> <li>a) Explain the prehistoric era.</li> <li>b) Assess discussion on what early man did to attain his basic needs.</li> <li>c) Students are encouraged to do evaluation on the quality of the works of early man.</li> <li>d) Demonstration on how man produced his needs.</li> <li>e) Individual activities of early man.</li> </ul>	<ul style="list-style-type: none"> <li>a) Teacher Training Module 1</li> <li>b) Arts and Crafts for Secondary Schools.</li> <li>c) Chart of tools and works of early man in the metal age</li> <li>d) Magazines</li> <li>e) Vanguards</li> <li>f) Crayons</li> <li>g) Water colours</li> <li>h) Brushes</li> <li>i) Internet</li> </ul>
6. Producing a Sketchbook.	<ul style="list-style-type: none"> <li>➤ Define / describe a Sketch Pad. /Sketch Book / Art Folder.</li> <li>➤ Identify items needed for producing sketch pads / books/ folders.</li> <li>➤ Decorate and label their sketchpads accordingly: (School, name of student,</li> </ul>	<ul style="list-style-type: none"> <li>a) Describe a sketch pad.</li> <li>b) The importance of sketch pads.</li> <li>c) Identify another alternative to a sketch pad.</li> <li>d) Identify the materials needed.</li> <li>e) Step by step demonstrate how they are made.</li> </ul>	<ul style="list-style-type: none"> <li>a) Explain the importance of a sketch pad.</li> <li>b) State the other alternative to a sketch pad.</li> <li>c) Observe student bind sketch pads correctly and neatly.</li> <li>d) Decorate covers and label sketchpad attractively.</li> </ul>	<ul style="list-style-type: none"> <li>a) 30 pieces A4 papers.</li> <li>b) Giant stapler</li> <li>c) Staple pins</li> <li>d) String</li> <li>e) Giant needles</li> <li>f) Paper glue</li> <li>g) Brown masking tape</li> </ul>

	Form. etc)	f) Decorate/ design the covers of the sketch pad g) Identify the sketch pad by nicely and boldly writing school, name, and form etc.		h) Markers e) Pencil f) Ruler g) Vanguard h) Water colour paint
7. Best wishes cards: Birthday Cards Christmas card.	<ul style="list-style-type: none"> <li>➤ Define what a greeting card is.</li> <li>➤ Name items needed for creating greeting cards.</li> <li>➤ Name and explain the steps used to make greeting cards.</li> <li>➤ Students should create greeting cards: birthday cards, best wishes cards, or Christmas card.</li> <li>➤ Choose appropriate design, symbols to match with the card of their choice.</li> </ul>	<ul style="list-style-type: none"> <li>a) Explain the meaning of a greeting card.</li> <li>b) Tell the importance of a greeting card.</li> <li>c) Explain the types of greeting card and their uses.</li> <li>d) Suggest the motif / designs for each card.</li> <li>e) Demonstrate how the cards are made.</li> <li>f) Suggest appropriate designs for the cards.</li> <li>g) Display samples of completed cards.</li> <li>h) Following procedures.</li> <li>i) Display sample for completed cards.</li> </ul>	<ul style="list-style-type: none"> <li>a) Assess students' explanation on relevant concepts.</li> <li>b) Observation the use of materials.</li> <li>c) Examine procedures.</li> <li>d) Mixing colours</li> <li>e) Drawing and painting on cards.</li> <li>f) Write messages on paper attached in greeting card.</li> </ul>	<ul style="list-style-type: none"> <li>a) Water colours</li> <li>b) Paint brushes</li> <li>c) Vanguard</li> <li>d) Water</li> <li>e) Pencil</li> <li>f) Crayon</li> <li>g) Pastels</li> <li>h) A4 papers</li> <li>i) Calligraphic pen</li> <li>j) Indian ink</li> <li>k) Water colour</li> <li>l) Powder paint</li> <li>m) Ruler</li> <li>n) Paper glue</li> </ul>
3. Calligraphy	<ul style="list-style-type: none"> <li>➤ Meaning of calligraphy.</li> <li>➤ Importance of calligraphy.</li> <li>➤ Types of calligraphy</li> <li>➤ Strokes in writing and direction of lines.</li> <li>➤ Sizes and shapes of letters (e.g. squared, compresses/narrowed and expanded letters).</li> <li>➤ Writing on four lines.</li> <li>➤ Angles of letters.</li> </ul>	<ul style="list-style-type: none"> <li>a) Tell what calligraphy is</li> <li>b) Examine the importance of calligraphy</li> <li>c) List the basic types (lower case, upper case, script, joint scripts, cursive, Spenserian cursive, and gothic etc.</li> <li>d) Differentiate between shapes and sizes of letters.</li> </ul>	<ul style="list-style-type: none"> <li>a) Student should define calligraphy and state their importance.</li> <li>b) Distinguish between uppercase and lowercase letters.</li> <li>c) Write out letters correctly.</li> <li>d) Vary size of letters.</li> <li>e) Write a sentence on ruled paper.</li> </ul>	<ul style="list-style-type: none"> <li>f) Water colours paint</li> <li>g) Pencil</li> <li>h) Crayon</li> <li>i) A4 papers</li> <li>j) Calligraphic pen / bamboo pen</li> <li>k) Indian ink</li> <li>l) Ruler</li> <li>m) Masking tape</li> <li>n) Mathematical Set</li> <li>o) Cooked starch</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Differentiate between letters with leg, (ascenders), Baseline letters and letters with hands (ascenders).</li> <li>➤ Space between letters and spaces between words.</li> </ul>	<ul style="list-style-type: none"> <li>e) Rule lines and demonstrate how letters are written.</li> <li>f) Write 'The quick brown fox....</li> </ul>		
	<b>SECOND TERM</b>			
1. Stencil and templates images and prints.	<ul style="list-style-type: none"> <li>➤ Meaning of stencil and template.</li> <li>➤ Importance and uses of stencil and templates.</li> <li>➤ Materials used for stencils and templates.</li> <li>➤ Making and cutting of bold letters: (double and parallel lines with straight lines.</li> <li>➤ Making and cutting bold letters</li> </ul>	<ul style="list-style-type: none"> <li>a) Define key terms with students.</li> <li>b) Identify items needed for stencil/template prints.</li> <li>c) Sketching basic shapes e.g. square, rectangle, triangle, and circle etc.</li> <li>d) Cut shapes with blade or scissors.</li> <li>e) Process printing ink with powder</li> <li>f) Print fabric using template and stencil shapes.</li> <li>g) Dry printed items</li> <li>h) Display finished products.</li> </ul>	<ul style="list-style-type: none"> <li>a) Student should define terms correctly.</li> <li>b) Observe correct use of materials, tools and equipment.</li> <li>c) Observe shapes.</li> <li>d) Grade students on following steps.</li> <li>e) Assess students' printed piece</li> </ul>	<ul style="list-style-type: none"> <li>a) Cardboard</li> <li>b) Sample template and stencil</li> <li>c) Scissors</li> <li>d) Charts</li> <li>e) Sponge</li> <li>f) Old toothbrush</li> <li>g) Fabric paint /acrylic or improvised fabric paint.</li> <li>h) Kerosine</li> <li>i) Powder</li> <li>j) Sponge</li> <li>k) Vanguards</li> <li>l) Fabric/cloth</li> <li>m) T-shirts</li> <li>n) Paper/vanguard</li> <li>o) Blades</li> </ul>
2. Creating random designs. (Blow, splash, stippling, directing	<ul style="list-style-type: none"> <li>➤ Meaning of random design.</li> <li>➤ Differences between random design and Construction design of symmetrical design.</li> <li>➤ Create several random designs of their choice on paper.</li> </ul>	<ul style="list-style-type: none"> <li>a) Define the key terms.</li> <li>b) Display samples of designs.</li> <li>c) Demonstrate the production of each.</li> <li>d) Following sequences.</li> <li>e) Correct spread of colours.</li> <li>f) Display of completed works.</li> </ul>	<ul style="list-style-type: none"> <li>a) Pupils use correct terms to describe design.</li> <li>b) Observe student mix colours properly.</li> <li>c) Demonstration of the steps.</li> </ul>	<ul style="list-style-type: none"> <li>a) Samples of random design water colours</li> <li>b) Paint brushes</li> <li>c) Containers</li> <li>d) Straws</li> <li>e) Water</li> </ul>

colours.	<ul style="list-style-type: none"> <li>➤ To mix colours and produce different effects. Distinguish between symmetry and asymmetry by using numbers and letters.</li> </ul>	<ul style="list-style-type: none"> <li>g) Explain uses of each design.</li> <li>h) Feedbacks.</li> </ul>	<ul style="list-style-type: none"> <li>d) Taking turns.</li> <li>e) Following precautionary measures observed.</li> </ul>	<ul style="list-style-type: none"> <li>f) Paper/vanguards</li> <li>g) Cakes of soap</li> <li>h) Spoons</li> <li>i) Drawing books</li> </ul>
2. (Counter change) Positive Negative Design.	<ul style="list-style-type: none"> <li>➤ Define the term: Counter-change, positive, negative,</li> <li>➤ Identify materials</li> <li>➤ Follow steps</li> <li>➤ Fold A4 paper into halves.</li> <li>➤ Draw irregular lines from the center.</li> <li>➤ Transfer same shape on the other half of the paper</li> <li>➤ Wash paper with a bright colour.</li> </ul>	<ul style="list-style-type: none"> <li>a) Discuss and define terms with students.</li> <li>b) Tell the use of materials.</li> <li>c) The teacher should demonstrate the steps of creating counter change design.</li> <li>d) Attach work on a vanguard.</li> </ul>	<ul style="list-style-type: none"> <li>a) Listen to pupils' descriptions and explanations</li> <li>b) Observe proper use of materials</li> <li>c) Praise students that follow sequence.</li> <li>d) Grade final piece of each student.</li> </ul>	<ul style="list-style-type: none"> <li>a) A4 paper</li> <li>b) Pencil</li> <li>c) Crayon pencil</li> <li>d) Pastels</li> <li>e) Vanguard</li> <li>f) Ruler</li> <li>g) Paper glue</li> <li>h) Cardon paper</li> <li>i) Water colour</li> </ul>
4.Imaginative Composition.	<ul style="list-style-type: none"> <li>➤ Define/ describe 'imaginative composition'.</li> <li>➤ Discuss terms needed for painting imaginative scenes.</li> <li>➤ To examine the differences between imaginative composition and direct studies like still life composition.</li> <li>➤ Use their imagination to create a painting of 'Our athletic sport meeting'.</li> </ul>	<ul style="list-style-type: none"> <li>a) The teacher should explain key concepts.</li> <li>b) Children Identify things suitable to make imaginative composition.</li> <li>c) The children should tell the features of their images in the composition.</li> <li>d) The children should compare the two types of compositions (Imaginative and direct</li> </ul>	<ul style="list-style-type: none"> <li>a) Examine human proportions</li> <li>b) Observe for landscape orientation of paper.</li> <li>c) Listen to pupils' presentation.</li> <li>d) Examine pupils' preliminary and final sketches.</li> <li>e) Grade pupils when they've completed painting.</li> <li>f) Demonstrating the painting techniques.</li> </ul>	<ul style="list-style-type: none"> <li>a) A sample painting</li> <li>b) Photos of known people, animals. Plants insects, buildings.</li> <li>c) Paper</li> <li>d) Pencil</li> <li>e) Crayon / pastels</li> <li>f) Objects in the environment</li> <li>g) Drawing and</li> </ul>

		studies). e) Practice how to draw without the help of the teacher.		painting materials and tools. h) Water colours. i) Paint brush
5. Still-life drawing.	<ul style="list-style-type: none"> <li>➤ Defining still-life drawing.</li> <li>➤ Identify the key objects suitable for still-life drawing.</li> <li>➤ Demonstrate skills in arranging and rearranging items to be drawn;</li> <li>➤ Identify items required for still-life drawing.</li> <li>➤ Produce a still-life drawing of item found in the kitchen, classroom or a composition of local musical instrument.</li> </ul>	<ul style="list-style-type: none"> <li>a) Pupils defining main concepts in still life drawing (inanimate, contrast, bright, dull, tall, short long, overlapping, light ,shade, and shadow etc.</li> <li>b) Identifying items in still-life drawing.</li> <li>c) Proper arrangement of objects following rules.</li> <li>d) Display of completed works.</li> </ul>	<ul style="list-style-type: none"> <li>a) Listen to pupils' presentations.</li> <li>b) Examine pupils' preliminary and final sketches (Sketches).</li> <li>c) Grade pupils when they've completed painting</li> <li>d) Demonstrating the painting techniques</li> </ul>	<ul style="list-style-type: none"> <li>a) Crayon</li> <li>b) Cloth</li> <li>c) Vanguard</li> <li>d) Ruler</li> <li>e) Pastels</li> <li>f) Crayon pencils</li> <li>g) Water colours</li> <li>h) Paint brushes</li> <li>i) Water</li> <li>j) Paper/vanguards</li> </ul>
6. Collage pictures. (Kitchen utensils or other basic forms )	<ul style="list-style-type: none"> <li>➤ Meaning of collage</li> <li>➤ Importance / uses of collage.</li> <li>➤ Materials, tools and equipment</li> <li>➤ Procedures and technique.</li> <li>➤ Finishing for attractiveness and durability.</li> </ul>	<ul style="list-style-type: none"> <li>a) Define Collage and related terms.</li> <li>b) Discuss the importance of collage in general</li> <li>c) Demonstrate sketch making, and prearrangement.</li> <li>d) Cutting shapes and pasting pieces with glue.</li> <li>e) Importance to add pressure for adherence. Suggest finishing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>a) Listen and correct student on their explanations</li> <li>b) Grade assignment</li> <li>c) Grade group and individual demonstration.</li> <li>d) Assess students' participation.</li> <li>e) Grading students' completed work.</li> </ul>	<ul style="list-style-type: none"> <li>a) Sample of a banana fibers collage.</li> <li>b) Banana fibers or coloured papers.</li> <li>c) Scissors</li> <li>d) Paper glue</li> <li>e) Evostick</li> <li>f) Hardboard</li> <li>g) Oil paint</li> <li>h) Paint brush</li> </ul>
7. Mono prints	<ul style="list-style-type: none"> <li>➤ Meaning of mono print.</li> <li>➤ Importance / uses of mono print</li> <li>➤ Materials, tools and</li> </ul>	<ul style="list-style-type: none"> <li>a) Discuss / explain the terms related to mono prints.</li> <li>b) Display samples of mono</li> </ul>	<ul style="list-style-type: none"> <li>a) Grade student on used terms.</li> <li>b) Grade students' assignment.</li> </ul>	<ul style="list-style-type: none"> <li>a) Practical Arts Textbook</li> <li>b) Sketch book</li> <li>c) Processed paint</li> </ul>

	<p>equipment.</p> <ul style="list-style-type: none"> <li>➤ Procedures skills and techniques. (Sketching, preplan, application of adhesive.</li> <li>➤ Finishing print for attractiveness.</li> </ul>	<p>print.</p> <ul style="list-style-type: none"> <li>c) Identify the main materials of tools and equipment for a mono print.</li> <li>d) Suggest possible finishing of prints.</li> </ul>	<ul style="list-style-type: none"> <li>c) Grade group and individual task.</li> <li>d) Assess students' participation.</li> <li>e) Grading students' completed work.</li> </ul>	<ul style="list-style-type: none"> <li>d) Brayer</li> <li>e) Paint brush</li> <li>f) Sponge</li> <li>g) Roller</li> <li>h) Container</li> <li>i) Water</li> <li>j) Dryer</li> <li>k) String</li> <li>l) Clips</li> </ul>
8. Clay crafts (Modeling human and animals).	<ul style="list-style-type: none"> <li>➤ Meaning of clay craft / pottery</li> <li>➤ Importance / uses</li> <li>➤ Materials, tools and equipment used in pottery.</li> <li>➤ Procedures technique of modeling images with the additive and subtractive methods.</li> <li>➤ Specific skilled techniques</li> <li>➤ Finishing</li> </ul>	<ul style="list-style-type: none"> <li>a) Discuss meaning of clay crafts / pottery.</li> <li>b) Highlight the importance of clay sculpture.</li> <li>c) Demonstrate the appropriate use of materials, tools and other equipment.</li> <li>d) Adding value to finished pieces.</li> </ul>	<ul style="list-style-type: none"> <li>a) Listen and correct student on their individual explanations.</li> <li>b) Grade students on safety precautions rules.</li> <li>c) Grade individual assignment.</li> <li>d) Grade group and individual demonstration.</li> <li>e) Assess student participation.</li> <li>f) Grading students' completed work.</li> </ul>	<ul style="list-style-type: none"> <li>a) Practical Arts Textbook</li> <li>b) Processed clay.</li> <li>c) Modeling tools; spatula. Scooper, wedging wire, kidney, sponge etc.</li> <li>d) Containers</li> <li>e) Water</li> <li>f) Sample of modeled humans and animal in action.</li> </ul>
THIRD TERM				
1. Basic Attributes of Perspective.	<ul style="list-style-type: none"> <li>➤ Meaning of perspective.</li> <li>➤ Attributes of perspective.</li> <li>➤ Importance of perspective in painting and architecture.</li> <li>➤ Types of perspectives.</li> <li>➤ Painting in perspective.</li> </ul>	<ul style="list-style-type: none"> <li>a) Meaning of perspective in painting.</li> <li>b) Examine the importance of importance.</li> <li>c) List the basic attributes of perspective (eye level, picture plane, horizon, vanishing point, foreground</li> </ul>	<ul style="list-style-type: none"> <li>a) Student's define perspective and state their importance.</li> <li>b) Distinguish among attributes of perspective.</li> <li>c) Grade painting on perspective.</li> </ul>	<ul style="list-style-type: none"> <li>a) Practical Arts textbook</li> <li>b) Chart</li> <li>c) Ruler</li> <li>d) Pencil</li> <li>e) Crayon</li> <li>f) Marker</li> <li>g) Paint brush</li> </ul>

		<p>middle ground and background.</p> <p>d) Display perspective charts.</p> <p>e) Demonstrate on perspective drawing and painting.</p>		<p>h) Water colour paint</p>
<p>2. One point Two points and Three points Vanishing points,</p>	<ul style="list-style-type: none"> <li>➤ Meaning of vanishing point.</li> <li>➤ Importance of vanishing points.</li> <li>➤ Types of vanishing points.</li> </ul>	<p>a) Tell what vanishing point is.</p> <p>b) Examine the importance of vanishing point in painting.</p> <p>c) Identify with illustrations the three vanishing points.</p>	<p>a) Student define vanishing point and state their importance in painting.</p> <p>b) Distinguish among them.</p> <p>c) Grade individual drawings.</p>	<p>a) Practical Arts textbook</p> <p>b) Sample chart</p> <p>c) Ruler</p> <p>d) Paper vanguard</p> <p>e) Photographs of structures</p> <p>f) Crayon</p> <p>g) Markers</p> <p>h) Water colour paint</p> <p>i) Sponge</p> <p>j) Containers</p>
<p>3. Screen printing.</p>	<ul style="list-style-type: none"> <li>➤ Meaning of Screen printing.</li> <li>➤ Importance of Screen printing</li> <li>➤ Materials' tools and equipment in Screen printing.</li> <li>➤ Skills in screen printing: <ul style="list-style-type: none"> <li>- Sketching and cutting stencil</li> <li>- Building wooden frame</li> <li>- Stretching mesh</li> <li>- Processing paint with powder only</li> <li>- Masking frame</li> <li>- Printing</li> </ul> </li> </ul>	<p>a) Tell what Screen printing is.</p> <p>b) Examine the importance of Screen printing in general.</p> <p>c) Demonstrate the requisite skills and techniques.</p> <p>d) Print on cloth</p> <p>e) Cleaning mesh for further use</p>	<p>a) Grade student individual performance.</p> <p>b) Grade assignments.</p> <p>c) Grade finished works.</p> <p>➤</p>	<p>a) Practical Arts textbook</p> <p>b) Sample frame stencil and print.</p> <p>c) Ruler</p> <p>d) Paper vanguard</p> <p>e) Squeegee or improvised.</p> <p>f) Pencil</p> <p>g) Markers</p> <p>h) Oil paint</p> <p>i) Sponge</p> <p>j) Containers</p> <p>k) Kerosine</p>

				l) Wooden strip m) Nails n) Old cloths
4. Elements of Design Space, dots, lines	<ul style="list-style-type: none"> <li>➤ Meaning of the Element of design</li> <li>➤ of Element of design.</li> <li>➤ Types of Elements of design with emphasis on the first three elements (Space, dots /points, lines</li> <li>➤ Meaning of space, types and uses of space</li> <li>➤ Meaning of dots, types and uses of dots</li> <li>➤ Meaning of lines types and uses of lines.</li> <li>➤ Produce art works showing each of these elements.</li> </ul>	<ul style="list-style-type: none"> <li>a) Recall the meaning and importance of the elements of design.</li> <li>b) Discuss and write note on meaning, types and uses of each of the first three elements of design</li> </ul>	<ul style="list-style-type: none"> <li>a) Students explain meaning of element and their importance to the artist.</li> <li>b) Student answer essay questions on the first three elements of design</li> <li>c) Grade students' artwork on each element of design.</li> <li>d) Grade student artistic displayed.</li> </ul>	<ul style="list-style-type: none"> <li>a) Practical Arts Textbook</li> <li>b) Chart</li> <li>c) Drawing book</li> <li>d) Pencil</li> <li>e) Markers</li> <li>f) Ruler</li> <li>g) Crayon, pastels</li> </ul>
5) Elements of design Shapes, forms and texture.	<ul style="list-style-type: none"> <li>➤ Types of Elements of design with emphasis on the other three elements (Shapes, forms and texture).</li> <li>➤ Meaning of shapes, types and uses of shapes.</li> <li>➤ Meaning of forms, types and uses of forms</li> <li>➤ Meaning of texture types and uses of texture</li> <li>➤ Create art works reflecting on each element.</li> </ul>	<ul style="list-style-type: none"> <li>a) Recall the meaning and importance of the elements of design.</li> <li>b) Discuss and write note on meaning, types and uses of each of the second three elements of design.</li> </ul>	<ul style="list-style-type: none"> <li>a) Students explain meaning of element and their importance to the artist.</li> <li>b) Student answer essay questions on the second three elements of design</li> <li>c) Grade students' artwork on each element of design.</li> <li>d) Graded for displaying artwork.</li> </ul>	<ul style="list-style-type: none"> <li>a) Practical Arts Textbook.</li> <li>b) Drawing book</li> <li>c) Chart</li> <li>d) Pencil</li> <li>e) Markers</li> <li>f) Ruler</li> <li>g) Crayon, pastels</li> </ul>
6) Principles of design:	<ul style="list-style-type: none"> <li>➤ Meaning of the Principle of design.</li> <li>➤ Importance of Principles of</li> </ul>	<ul style="list-style-type: none"> <li>a) Recall the meaning and importance of each principle of design.</li> </ul>	<ul style="list-style-type: none"> <li>a) Students explain meaning of principles and their importance to the artist.</li> </ul>	<ul style="list-style-type: none"> <li>a) Practical Arts Textbook</li> <li>b) Chart</li> </ul>

<ul style="list-style-type: none"> <li>- Simplicity</li> <li>- Dominance</li> <li>- Limitation</li> <li>- Balance</li> <li>- Unity</li> </ul>	<p>design.</p> <ul style="list-style-type: none"> <li>➤ Types of Principles of design namely: <ul style="list-style-type: none"> <li>- Simplicity</li> <li>- Dominance or emphasis</li> <li>- Limitation</li> <li>- Balance</li> <li>- Unity</li> </ul> </li> <li>➤ Meaning of simplicity and how to apply it.</li> <li>➤ Meaning of Dominance emphasis and how to apply it.</li> <li>➤ Meaning of Limitation and how to apply it.</li> <li>➤ Meaning of Balance and how to apply it.</li> <li>➤ Meaning of Unity and how to apply it.</li> <li>➤ Produce art works showing each of these Principles in a design or painting.</li> </ul>	<p>b) Discuss and write note on meaning, types and uses of each of these principles of design</p>	<p>b) Students should answer essay questions on the principle of design.</p> <p>c) Grade students' artwork on each principle of design and appraised.</p> <p>d) Grade students' artistic productions and displays.</p>	<p>c) Drawing book</p> <p>d) Pencil</p> <p>e) Markers</p> <p>f) Ruler</p> <p>g) Crayon, pastels</p>
<p>7) Gara Tie Dye Batik Crafts</p>	<ul style="list-style-type: none"> <li>➤ Meaning of Gara crafts.</li> <li>➤ Meaning of Batik crafts.</li> <li>➤ Difference between Gara and Batik crafts.</li> <li>➤ The importance of Textile Design in general.</li> <li>➤ Materials, tools and equipment.</li> <li>➤ Preparation: <ul style="list-style-type: none"> <li>- Washing cotton fabric</li> <li>- Tying fabric into (Cow eye,</li> </ul> </li> </ul>	<p>a) Define key terms</p> <p>b) Distinguish between Gara Tie Dye and Batik.</p> <p>c) Explain the importance of Textile design.</p> <p>d) Identifying materials tools and equipment</p> <p>e) Explain with demonstration the various techniques: <ul style="list-style-type: none"> <li>- Washing cotton fabric</li> <li>- Tying fabric into (Cow</li> </ul> </p>	<p>a) Students should explain the meaning of Gara and Batik and their importance to the artist and the nation.</p> <p>b) Students should answer essay questions on fabric design.</p> <p>c) Grade students' artwork on the skills and techniques.</p> <p>d) Grade student artistic productions and display</p>	<p>a) Practical Arts</p> <p>b) Textbook</p> <p>c) Cotton fabric</p> <p>d) String</p> <p>e) Pencil</p> <p>f) Ruler</p> <p>g) Dye</p> <p>h) Caustic soda</p> <p>i) Sodium Hydrosulphite</p> <p>j) Bowls</p>

	<p>spider web, sitti, fish bone and waxing.</p> <ul style="list-style-type: none"> <li>➤ Mixing dye and other substances.</li> <li>➤ Dye fabric</li> <li>➤ Wash fabric</li> <li>➤ Dry fabric</li> <li>➤ Dry fabric</li> <li>➤ Iron and package finished fabric.</li> </ul>	<p>eye, spider web, sitti, fish bone and waxing.</p> <ul style="list-style-type: none"> <li>➤ Mixing dye and other substances</li> <li>➤ Dye fabric</li> <li>➤ Wash fabric</li> <li>➤ Dry fabric</li> <li>➤ Dry fabric</li> <li>➤ Iron and package finished fabric.</li> </ul>	<p>technique.</p>	<ul style="list-style-type: none"> <li>k) Pot</li> <li>l) Gloves</li> <li>m) Spoons</li> <li>n) Plastic foil</li> <li>o) Starch</li> <li>p) Candle</li> <li>q) Clips</li> <li>r) Bucket</li> <li>s) Sticks</li> </ul>
<p>8) Papier Marche (Dust bin)</p>	<ul style="list-style-type: none"> <li>➤ Meaning</li> <li>➤ Importance</li> <li>➤ Materials' tools and equipment.</li> <li>➤ Creating forms out of paper pulp with the using of cooked starch.</li> <li>➤ Follow sequences pasting layers over layers of paper on plastic bucket.</li> <li>➤ Create a lead.</li> </ul>	<ul style="list-style-type: none"> <li>a) Make basic form out of papier marche.</li> <li>b) State the importance of making papier marche in general.</li> <li>c) Name the materials used in papier marche production.</li> <li>d) Practice how to process paper pulp.</li> <li>e) Dry and decorate with thick oil paint.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe and award marks for procedure.</li> <li>b) Observe discussion on process and procedure.</li> <li>c) Pair tasks graded.</li> <li>d) Individual practice awarded.</li> </ul>	<ul style="list-style-type: none"> <li>a) Practical Arts textbook.</li> <li>b) Cooked starch</li> <li>c) Plastic bucket</li> <li>d) Cooking oil or Vaseline.</li> <li>e) Containers</li> <li>f) Old news papers</li> <li>g) Oil paint</li> <li>h) Water colour</li> <li>i) Powder colours</li> <li>j) Modeling tools</li> </ul>



**CURRICULUM REVIEW IN PRACTICAL ARTS  
FORM 2**

<b>Suggested Topics</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Teaching &amp; Learning Resources</b>
	FIRST TERM			
1 Creating an Art folder (sketch pad).	<ul style="list-style-type: none"> <li>➤ To explain the meaning of an art folder: To identify other names of an art folder.</li> <li>- Sketch pad</li> <li>- Drawing book</li> <li>➤ To practice how to make sketch pads.</li> <li>➤ To outline the uses of an Art folder.</li> </ul>	<ul style="list-style-type: none"> <li>a) Explanation</li> <li>b) Demonstration</li> <li>c) Display of sketch</li> <li>d) Pad made by the tutor (Teacher) and the pupils.</li> <li>e) Stating the uses of a sketch pad, questioning and answering.</li> </ul>	<ul style="list-style-type: none"> <li>a) Exhibiting samples of folders made (display).</li> <li>b) Questioning/ testing.</li> <li>c) Selecting good samples (a democratic exercise)</li> </ul>	<ul style="list-style-type: none"> <li>a) A4 papers</li> <li>b) Stapler and pins</li> <li>c) Vanguards</li> <li>d) Cello-tape</li> <li>e) Paper gum</li> <li>f) Needle and string</li> <li>g) Comb binder</li> </ul>
2 Abstract design.	<ul style="list-style-type: none"> <li>➤ To explain the concept "Abstract design".</li> <li>➤ To demonstrate how an abstract design can be made.</li> <li>➤ To motivate the learners to make random patterns on their own.</li> </ul>	<ul style="list-style-type: none"> <li>a) Discussion</li> <li>b) Explanation</li> <li>c) Demonstration</li> <li>d) Motivation</li> <li>e) Directing colour</li> <li>f) Blowing colour</li> <li>g) String pulling</li> <li>h) Splashing colour</li> </ul>	<ul style="list-style-type: none"> <li>a) Display of designs made by learners.</li> <li>b) Discussion of problems encountered and what they enjoyed during the exercises.</li> <li>c) Testing (oral or a written test).</li> </ul>	<ul style="list-style-type: none"> <li>a) Water colours crayon/paste a. Charcoal</li> <li>b) Paint brush</li> <li>c) Paper</li> </ul>
3 Imaginative Composition .	<ul style="list-style-type: none"> <li>➤ To define imaginative composition.</li> <li>➤ To outline the components of an imaginative composition</li> <li>➤ To outline the sub – topic in the study of imaginative composition: - Mother cooking</li> </ul>	<ul style="list-style-type: none"> <li>a) Discussion</li> <li>b) Explanation</li> <li>c) Naming</li> <li>d) Illustrating</li> <li>e) Motivating</li> <li>f) Guiding</li> <li>g) Question and answer</li> <li>h) Allowing children to practice</li> </ul>	<ul style="list-style-type: none"> <li>a) Testing</li> <li>b) Display of works.</li> <li>c) Grading (a democratic process).</li> <li>d) Suggesting ways of possible improvement.</li> <li>e) Rewarding</li> </ul>	<ul style="list-style-type: none"> <li>a) Pencils</li> <li>b) Colours (paint)</li> <li>c) Eraser</li> <li>d) Water</li> <li>e) Vanguards</li> <li>f) A4 paper</li> <li>g) Brushes</li> <li>h) Pallets</li> </ul>

	<ul style="list-style-type: none"> <li>- Coming Home from the farm</li> <li>- After a successful</li> <li>- State hunt materials of tools</li> </ul> <p>➤ To carryout practical work in drawing and painting imaginative composition</p>	<p>colour mixing drawing and painting</p> <ul style="list-style-type: none"> <li>i) Washing and safe</li> <li>j) Keeping of materials and tools</li> </ul>		
4 Greeting cards	<p>➤ To explain what greeting cards are</p> <p>➤ To identify some greeting cards</p> <ul style="list-style-type: none"> <li>- Birthday cards</li> <li>- Christmas cards</li> <li>- Wedding cards</li> <li>- Good wishes</li> <li>- Congratulations</li> <li>- To outline the materials and tools used in greeting card production</li> <li>- To state the reasons for making, buying and sending greeting cards.</li> </ul> <p>➤ To motivate learners, make their own greeting cards.</p>	<ul style="list-style-type: none"> <li>a) Explanation</li> <li>b) Discussion</li> <li>c) Drawing and painting</li> <li>d) Illustration</li> <li>e) Demonstration</li> <li>f) Practice</li> </ul>	<ul style="list-style-type: none"> <li>a) Display of cards</li> <li>b) Selections</li> <li>c) Grading</li> <li>d) Reward</li> </ul>	<ul style="list-style-type: none"> <li>a) Ruler</li> <li>b) Pencils</li> <li>c) Colored pencils</li> <li>d) Crayons</li> <li>e) Ink</li> <li>f) Skinny paint</li> <li>g) Shiny stickers</li> <li>h)</li> </ul>
5 Making props.	<p>➤ To define what props is.</p> <p>➤ To outline some material and tools we can use in making props.</p> <p>➤ To enable pupils, make props of different kinds.</p>	<ul style="list-style-type: none"> <li>a) Explanation</li> <li>b) Demonstration</li> <li>c) Illustration</li> <li>d) Practice</li> <li>e) Tracing</li> <li>f) Observation</li> </ul>	<ul style="list-style-type: none"> <li>a) Display of props</li> <li>b) Testing</li> <li>c) Naming and</li> <li>d) Identifying</li> </ul>	<ul style="list-style-type: none"> <li>a) Scissors</li> <li>b) Blades</li> <li>c) Carving tools</li> <li>d) Tailoring materials and tools.</li> <li>e) Designing materials</li> <li>f) Colours</li> <li>g) Round mirrors</li> <li>h) Cowry shells</li> <li>i) Cloths (assorted colours)</li> </ul>

				j) Woods etc.
6 Head Dress Design for entertainment	<ul style="list-style-type: none"> <li>➤ To name some Head dress designs. <ul style="list-style-type: none"> <li>- Sampa Head dress</li> <li>- Chief's crown.</li> </ul> </li> <li>To outline the materials and tools needed in making a head dress.</li> <li>To explain and demonstrate some methods of making head dresses.</li> <li>➤ To enable the learner, make head dresses.</li> </ul>	<ul style="list-style-type: none"> <li>a) Discussion</li> <li>b) Explanation</li> <li>c) Illustration</li> <li>d) Observation</li> <li>e) Demonstration</li> <li>f) Practical work</li> </ul>	<ul style="list-style-type: none"> <li>a) Display of work</li> <li>b) Check for suitability</li> <li>c) Discuss problems and successes.</li> <li>d) Grading</li> <li>e) Reward</li> </ul>	<ul style="list-style-type: none"> <li>a) Textbooks</li> <li>b) A Bondo Mask</li> <li>c) Soft wood</li> <li>d) Small bell</li> <li>e) Talisman</li> <li>f) Cowry cells</li> <li>g) Sampa headdress</li> <li>h) Bright assorted colors clothes</li> <li>i) Round mirrors</li> <li>j) Cowry cells</li> <li>k) Thread/needles</li> </ul>
	<b>SECOND TERM</b>			
1 Still life drawing	<ul style="list-style-type: none"> <li>➤ To define still life composition.</li> <li>➤ To state examples of still life compositions: <ul style="list-style-type: none"> <li>- Agricultural tools</li> <li>- Teatime</li> <li>- Classroom objects</li> <li>- A collection objects in the environment</li> </ul> </li> <li>➤ To demonstrate the arrangement of objects considering: <ul style="list-style-type: none"> <li>- Overlapping</li> <li>- Proportional relative</li> <li>- Shapes variation etc.</li> <li>- Shading tones (Dark, middle, and light).</li> </ul> </li> <li>➤ To identify materials and tools used in drawing.</li> </ul>	<ul style="list-style-type: none"> <li>a) Demonstration</li> <li>b) Socratic method (question and answer)</li> <li>c) Discussion</li> <li>d) Activity approach (drawing)</li> <li>e) Comparing sizes and shapes.</li> </ul>	<ul style="list-style-type: none"> <li>a) Tests/ exams.</li> <li>b) Display of works.</li> <li>c) Grading</li> <li>d) Discussing problems and successes</li> </ul>	<ul style="list-style-type: none"> <li>a) Pencils</li> <li>b) Charcoals</li> <li>c) Crayons</li> <li>d) Paper (A4)</li> <li>e) Vanguard</li> <li>f) Eraser</li> <li>g) Sharpener/blade</li> <li>h) Sketch pads</li> </ul>
2 Basketry	<ul style="list-style-type: none"> <li>➤ To describe the shapes of some</li> </ul>	<ul style="list-style-type: none"> <li>a) Discussion</li> </ul>	<ul style="list-style-type: none"> <li>a) Display of baskets</li> </ul>	<ul style="list-style-type: none"> <li>a) Straws</li> </ul>

	<p>baskets.</p> <ul style="list-style-type: none"> <li>➤ To examine the uses of baskets.</li> <li>➤ To identify the materials, we can use to weave baskets.</li> <li>➤ Demonstrate some basket weaving techniques (Rending, twilling, and branding).</li> <li>➤ To make learners practice to weave baskets.</li> </ul>	<ul style="list-style-type: none"> <li>b) Demonstration</li> <li>c) Illustration</li> </ul>	<ul style="list-style-type: none"> <li>b) Testing</li> <li>c) Grading</li> <li>d) Suggestions</li> </ul>	<ul style="list-style-type: none"> <li>b) Pattern</li> <li>c) Wires from used tires</li> <li>d) Old cables</li> <li>e) Palm fronts</li> <li>f) Sheets of papers or vanguards</li> </ul>
3 Country cloth weaving	<ul style="list-style-type: none"> <li>➤ To define cloth weaving.</li> <li>➤ To identify the materials, tool and equipment used in country cloth weaving.</li> <li>➤ To outline the different techniques used in country cloth weaving.</li> </ul>	<ul style="list-style-type: none"> <li>a) Recording/writing</li> <li>b) Discussion</li> <li>c) Imitation</li> <li>d) Observation</li> <li>e) Group work</li> <li>f) Field trip</li> </ul>	<ul style="list-style-type: none"> <li>a) Display samples of country clothes made by other weavers</li> <li>b) Discuss the qualities of their works</li> <li>c) Testing and grading</li> </ul>	<ul style="list-style-type: none"> <li>a) Threads</li> <li>b) Loom</li> <li>c) Scissors/ blade</li> <li>d) Stool</li> </ul>
4 Weaving terminologies.	<ul style="list-style-type: none"> <li>➤ To define new words like Warp Dent Weft Interlacing Loom Interlocking</li> <li>➤ To observe a weaver at work.</li> <li>➤ To learn how to stretch warp threads.</li> <li>➤ To practice interlacing and interlocking.</li> </ul>	<ul style="list-style-type: none"> <li>a) Field trip</li> <li>b) Note trip</li> <li>c) Note taking observation</li> <li>d) Stretching</li> <li>e) Warp threads</li> <li>f) Discussion</li> <li>g) Practice</li> </ul>	<ul style="list-style-type: none"> <li>a) Testing/ grading</li> <li>b) Display of work</li> <li>c) Comparing works</li> </ul>	<ul style="list-style-type: none"> <li>a) Thread</li> <li>b) Loom</li> <li>c) Scissors</li> <li>d) Stool</li> </ul>
5 Leather tanning	<ul style="list-style-type: none"> <li>➤ To define leather tanning.</li> <li>➤ To outline the materials and tools/ equipment involved.</li> <li>➤ To identify the three methods of leather taming. <ul style="list-style-type: none"> <li>- Chemical tanning</li> <li>- Vegetable tanning</li> </ul> </li> <li>➤ Industrial tanning.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observation</li> <li>b) Discussion</li> <li>c) Practice</li> </ul>	<ul style="list-style-type: none"> <li>a) Testing</li> <li>b) Comparing</li> <li>c) Tamed</li> <li>d) Crude animal skins</li> <li>e) Discussing their textures</li> </ul>	<ul style="list-style-type: none"> <li>a) Vat/bowls buckets</li> <li>b) Caustic soda or paw-paw leaves</li> <li>c) Soap (imported or local)</li> <li>d) Water</li> <li>e) Animal skins</li> <li>f) Mallets</li> </ul>

				g) Table
6 Tanning methods	<ul style="list-style-type: none"> <li>➤ To revisit the three tanning methods.</li> <li>➤ To practice the common tanning methods done in Sierra Leone- <ul style="list-style-type: none"> <li>- Chemical and</li> <li>- Vegetable tanning</li> </ul> </li> <li>➤ To outline and do the steps involved.</li> </ul>	<ul style="list-style-type: none"> <li>a) Experimentation</li> <li>b) Discussion</li> <li>c) Observation</li> <li>d) Recording/note taking</li> <li>e) Practice</li> <li>f) Timing</li> </ul>	<ul style="list-style-type: none"> <li>a) Display of work</li> <li>b) Testing/grading</li> <li>c) Recalling the stages followed</li> </ul>	<ul style="list-style-type: none"> <li>a) For chemical tanning <ul style="list-style-type: none"> <li>- Caustic soda</li> <li>- Water</li> <li>- Skin</li> <li>- Soap</li> <li>- Allum</li> <li>- Vat/bowls</li> <li>- Mallet&amp; table</li> <li>- Vat dyes</li> </ul> </li> </ul>
	THIRD TERM			
1 Construction patterns (repeat patterns)	<ul style="list-style-type: none"> <li>b) To explain the meaning of construction or Repeat patterns as used in designing.</li> <li>c) To name and illustrate the types of repeat patterns (Full drop, half-drop, mirror repeat, and alternate repeat etc.</li> </ul>	<ul style="list-style-type: none"> <li>a) Listening</li> <li>b) Discussion</li> <li>c) Field visits to design</li> <li>d) Practice</li> <li>e) Illustration</li> </ul>	<ul style="list-style-type: none"> <li>a) Testing</li> <li>b) Comparing</li> <li>c) Display</li> </ul>	<ul style="list-style-type: none"> <li>a) Pencils</li> <li>b) Paper (A4)</li> <li>c) Vanguard</li> <li>d) Water paint</li> <li>e) Pen and Ink</li> <li>f) Eraser</li> </ul>
2 Drawing and Tracing Repeat patterns.	<ul style="list-style-type: none"> <li>d) To draw and trace repeat patterns</li> <li>e) To identify the shapes and characteristics of each type. <ul style="list-style-type: none"> <li>- E.g. A standing Half-drop repeat becomes a brick pattern when it lies horizontally</li> </ul> </li> <li>f) To discuss the differences of the various repeat patterns.</li> </ul>	<ul style="list-style-type: none"> <li>a) Discussion</li> <li>b) Observation</li> <li>c) Illustration</li> </ul>	<ul style="list-style-type: none"> <li>a) Display of works</li> <li>b) Testing/ grading</li> <li>c) Comparing</li> <li>d) Rewards</li> </ul>	<ul style="list-style-type: none"> <li>a) Pencils</li> <li>b) Paper (A4)</li> <li>c) Van guard</li> <li>d) Water paint</li> <li>e) Pen and Ink</li> <li>f) Eraser</li> </ul>
3 Units and motif	<ul style="list-style-type: none"> <li>g) To explain with illustrations what a designer calls – Units</li> <li>h) To discuss the meaning of</li> </ul>	<ul style="list-style-type: none"> <li>a) Group work</li> <li>b) Individual practice</li> <li>c) Practice</li> </ul>	<ul style="list-style-type: none"> <li>a) Display</li> <li>b) Testing/grading</li> <li>c) Ranking</li> </ul>	<ul style="list-style-type: none"> <li>a) Pencils</li> <li>b) Paper (A4)</li> <li>c) Vanguard</li> </ul>

	<p>motif.</p> <p>i) To outline some techniques of making and transferring a motif.</p> <p>j) To practice how to create repeat patterns.</p>		d) Rewards	<p>d) Water paint</p> <p>e) Pen and Ink</p> <p>f) Eraser</p>
4 Counter change (negative and positive prints)	<p>k) To explain the concept of counter change.</p> <p>l) To learn how to make stencils for positive prints.</p> <p>m) To learn how to make stencils for negative prints</p>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Explanation</li> <li>- Illustration</li> <li>- Observation</li> </ul> <p>n) Imitation</p>	<p>Display of works</p> <p>Comparing the two types of stencils.</p> <p>o) Rewarding</p>	<p>p) Pencil</p> <p>q) Paper</p> <p>r) Objects</p> <p>s) Mathematical sets</p> <p>t) Ruler etc.</p>
5 Revision for Examination	<ul style="list-style-type: none"> <li>➤ To carry out both oral and written test to make sure that topics studied are understood.</li> <li>➤ To carry out teacher's appraisal.</li> <li>➤ To find out the depth to which topics were understood by the pupils.</li> <li>➤ To check for the level of mastery of all activities done within the year.</li> </ul>	<ul style="list-style-type: none"> <li>a) Socratic method (questioning)</li> <li>b) Illustration</li> <li>c) Repetition and drill</li> <li>d) Group work</li> <li>e) Learners evaluation</li> <li>f) Using a questionnaire</li> <li>g) No names or numbers recommended.</li> </ul>	<ul style="list-style-type: none"> <li>a) Testing/ grading</li> <li>b) Display of works.</li> <li>c) Evaluating – methods used</li> <li>d) Extent of coverage</li> </ul>	<p>a) Materials to be used where appropriate specified in the spreadsheet.</p>

**CURRICULUM REVIEW IN PRACTICAL ARTS  
FORM3**

<b>Suggested Topics</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Teaching &amp; Learning Resources</b>
	<b>FIRST TERM</b>			
1 Sierra Leone Artists (An Introduction) a. Samuel Sami Marco b. Marco s. Conteh c. Hassan Bangura d. Louise Metzger e. Margrett Nelson Williams	<ul style="list-style-type: none"> <li>a) To name some Sierra Leone Artists</li> <li>b) To identify their areas of interest in the arts</li> </ul>	<ul style="list-style-type: none"> <li>a) Discussion</li> <li>b) Display of pictures (where possible)</li> <li>c) Listening and participation</li> </ul>	<ul style="list-style-type: none"> <li>a) Comparing photographs</li> <li>b) Comparing works of arts</li> </ul>	<ul style="list-style-type: none"> <li>a) Portraits of concerned artists</li> <li>b) Books and journals</li> <li>c) Samples of works</li> </ul>
2 Samuel Sani Marco.	<ul style="list-style-type: none"> <li>➤ To state the place and his date of birth.</li> <li>➤ To find out about his educational standard (if any) and institutions attended.</li> <li>➤ To state his areas of interest in the arts and exhibitions.</li> <li>➤ To outline his work experience</li> <li>➤ To state his work samples.</li> <li>➤ To appreciate his style.</li> </ul>	<ul style="list-style-type: none"> <li>a) Discussion</li> <li>b) Display of works</li> <li>c) Group work</li> <li>d) Field trip</li> </ul>	<ul style="list-style-type: none"> <li>a) Testing (Oral)</li> <li>b) Rewarding</li> <li>c) Evaluating his works</li> <li>d) Uses of his artifacts</li> </ul>	<ul style="list-style-type: none"> <li>a) Portrait of Samuel Sami Marco</li> <li>b) Books and art journals</li> <li>c) His samples of work</li> </ul>
3 Clay craft	<ul style="list-style-type: none"> <li>➤ To identify other names referring to clay crafts e.g. clay work, cera-sculpture pottery.</li> <li>➤ To define a clay soil</li> <li>➤ To identify the sources of clay</li> <li>➤ To state, explain and practise</li> </ul>	<ul style="list-style-type: none"> <li>(a) Discussion</li> <li>(b) Explanation</li> <li>(c) Experimentation</li> <li>(d) Comparing types of soils</li> <li>(e) Recording and</li> </ul>	<ul style="list-style-type: none"> <li>(a) Testing</li> <li>(b) Display of processed clay</li> </ul>	<ul style="list-style-type: none"> <li>(a) Clay</li> <li>(b) Water</li> <li>(c) Bowls</li> <li>(d) Mortar &amp; pestle</li> <li>(e) Sieve</li> <li>(f) Mallets</li> </ul>

	<p>clay processing (wet and dry methods)</p> <ul style="list-style-type: none"> <li>➤ To outline clay work materials and tools/ equipment</li> </ul>	reporting		<p>(g) Wedging wire (h) Polythene bags</p>
4 Clay procession (the wet method)	<ul style="list-style-type: none"> <li>➤ To outline the stages of clay processing using the wet method</li> <li>➤ To quantify the materials</li> <li>➤ Tools and equipment used in doing the wet method of class processing.</li> <li>➤ To practice clay processing using the wet method.</li> </ul>	<ul style="list-style-type: none"> <li>a) Demonstration</li> <li>b) Explanation</li> <li>c) Discussion</li> <li>d) Group work</li> <li>e) Comparing</li> </ul>	<ul style="list-style-type: none"> <li>a) Testing</li> <li>b) Display</li> <li>c) Processed clays.</li> </ul>	<ul style="list-style-type: none"> <li>a) Buckets</li> <li>b) Water</li> <li>c) Sieve</li> <li>d) Mallets</li> <li>e) Work bench</li> <li>f) Wedging wire</li> <li>g) Bowles</li> </ul>
5 a. The dry method of clay processing	<ul style="list-style-type: none"> <li>➤ To outline the stages of clay processing using the wet method.</li> <li>➤ To state the materials' tools and equipment involved.</li> </ul>	<ul style="list-style-type: none"> <li>a) Demonstration</li> <li>b) Explanation</li> <li>c) Discussion</li> <li>d) Group work</li> <li>e) Comparing</li> </ul>	<ul style="list-style-type: none"> <li>a) Testing</li> <li>b) Display of processed clays</li> </ul>	<ul style="list-style-type: none"> <li>a) Mortar</li> <li>b) Sieve</li> <li>c) Mallet</li> <li>d) Wedging wire</li> <li>e) Bowls</li> </ul>
5 b) manipulative techniques in clay crafts	<ul style="list-style-type: none"> <li>➤ To state and explain the manipulative techniques in clay crafts.</li> <li>➤ To lead learners in practicing the named techniques.</li> <li>➤ To mould animals and people.</li> </ul>	<ul style="list-style-type: none"> <li>a) Explanation</li> <li>b) Demonstration</li> <li>c) Practical activities</li> </ul>	<ul style="list-style-type: none"> <li>(a) Testing</li> <li>(b) Display of work samples</li> </ul>	<ul style="list-style-type: none"> <li>a) Clay</li> </ul>
6 c) New vocabulary found in clay work activities.	<ul style="list-style-type: none"> <li>➤ To outline and explain the terms and phrases used in clay work.</li> <li>➤ Cera sculpture <ul style="list-style-type: none"> <li>○ Sculptor</li> <li>○ Kneading</li> <li>○ Firing</li> <li>○ Glazing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>(a) Naming</li> <li>(b) Group discussion</li> <li>(c) Explanation</li> <li>(d) Demonstration</li> <li>Illustration</li> </ul>	<ul style="list-style-type: none"> <li>(a) Checking for the ability to spell each word</li> </ul>	<ul style="list-style-type: none"> <li>a) Clay</li> <li>b) Flash cards</li> <li>c) The physical tools or</li> <li>d) Illustration (picture)</li> <li>e) Books</li> </ul>



	<ul style="list-style-type: none"> <li>○ Kiln</li> <li>○ Spatula</li> <li>○ Scooper</li> <li>○ Terracotta</li> <li>○ Soft wire</li> <li>○ Hardwire or stone wire</li> </ul> <p>➤ Pottery</p>			
7 Uses of clay Artifacts	<ul style="list-style-type: none"> <li>➤ To name some clay artifacts (pots) made in Sierra Leone.</li> <li>➤ To identify clay industries in Sierra Leone.</li> <li>➤ To outline the uses of</li> </ul>	<ul style="list-style-type: none"> <li>a) Discussion</li> <li>b) Explanation</li> <li>c) Field trip to mabetto or MMCET</li> </ul>	<ul style="list-style-type: none"> <li>a) Display of clay items</li> <li>b) Testing</li> <li>c) Comparing</li> </ul>	<ul style="list-style-type: none"> <li>a) Clay pots</li> <li>b) Fired and unfired clay pots</li> </ul>
<b>Suggested Topics</b>	➤ <b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Teaching &amp; Learning Resources</b>
<b>SECOND TERM</b>				
1 Imaginative composition	<ul style="list-style-type: none"> <li>➤ To define the concept of imaginative composition.</li> <li>➤ To outline some samples of imaginative composition.</li> <li>➤ To identify the components of an imaginative composition;</li> <li>➤ Three or more people to be in the same</li> <li>➤ They must do an activity or activities.</li> <li>➤ There must be a centre of interest.</li> </ul>	<ul style="list-style-type: none"> <li>a) Discussion</li> <li>b) Explanation</li> <li>c) Illustration</li> <li>d) Practice</li> </ul>	<ul style="list-style-type: none"> <li>a) Testing</li> <li>b) Telling/identifying imaginative compositions from among other drawings and paintings.</li> </ul>	<ul style="list-style-type: none"> <li>a) Works of great artists</li> <li>b) Teachers Aid</li> <li>c) Drawing and painting materials and tools</li> </ul>
2 Perspective	<ul style="list-style-type: none"> <li>➤ To define the concept – perspective</li> <li>➤ To outline the types of perspective</li> </ul>	<ul style="list-style-type: none"> <li>a) Explanation</li> <li>b) Demonstration</li> <li>c) Illustration</li> </ul>	<ul style="list-style-type: none"> <li>a) Testing</li> </ul>	<ul style="list-style-type: none"> <li>a) A sample of perspective drawing. Painting</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Linear Perspective</li> <li>➤ Worm's eye view perspective</li> <li>➤ Birds eye view perspective</li> <li>➤ Normal perspective</li> </ul>			
3 Picture Frame and picture field.	<ul style="list-style-type: none"> <li>➤ To define the concept:</li> <li>➤ Picture Frame</li> <li>➤ Picture field</li> <li>➤ To identify the elements of s picture field:</li> <li>➤ Foreground</li> <li>➤ Middle ground</li> <li>➤ Background</li> <li>➤ Vanishing point</li> <li>➤ Horizontal line</li> <li>➤ To describe how objects appears as they have background from the foreground to the vanishing point or background.</li> <li>➤ To practice perspective drawing and painting.</li> </ul>	<ul style="list-style-type: none"> <li>a) Discussion</li> <li>b) Explanation</li> <li>c) Illustration</li> <li>d) Observation</li> <li>e) Practice</li> <li>f) Let learners fold their fingers to form holes between their thumbs and the forefingers. Let them tell what is bigger. The round holes (aperture) or the teacher/house.</li> </ul>	<ul style="list-style-type: none"> <li>a) Comparing objects in front to the objects that are far from the foreground.</li> <li>b) Testing</li> <li>c) Telling (the hole near the eye or the teacher in a distance).</li> </ul>	<ul style="list-style-type: none"> <li>a) Vanguards</li> <li>b) Paper</li> <li>c) Pencils</li> <li>d) Ruler</li> <li>e) Water colours</li> <li>f) Works of great painters.</li> </ul>
4 Categories of perspective.	<ul style="list-style-type: none"> <li>➤ To identify the various categories of perspective:</li> <li>➤ 1 vanishing point (1VP) perspective.</li> <li>➤ 2 vanishing point perspective (2VP)</li> <li>➤ 3 vanishing point perspective</li> <li>➤ To explain and illustrate the three categories of perspective.</li> </ul>	<ul style="list-style-type: none"> <li>a) Naming</li> <li>b) Group discussion</li> <li>c) Illustration</li> <li>d) Explanation</li> <li>e) Using letter S to demonstrate a three point perspective.</li> </ul>	<ul style="list-style-type: none"> <li>a) Testing</li> <li>b) Comparing to see the differences.</li> </ul>	<ul style="list-style-type: none"> <li>a) Samples of perspective</li> </ul>
5 Practical work on perspective Drawing.	<ul style="list-style-type: none"> <li>➤ To practice how o draw:</li> <li>➤ 1VP Perspective</li> <li>➤ 1L VP Perspective</li> <li>➤ 1L VP Perspective</li> </ul>	<ul style="list-style-type: none"> <li>a) Illustration</li> <li>b) Explanation</li> <li>c) Practice</li> </ul>	<ul style="list-style-type: none"> <li>a) Testing</li> <li>b) Display and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>a) Vanguard</li> <li>b) A4 paper</li> <li>c) Pencil</li> </ul>

6 Practical Work on perspective painting.	<ul style="list-style-type: none"> <li>➤ To practice how to paint the perspective above (Simple – 1VP to more complex perspectives II &amp; III vanishing points.</li> <li>➤ To learn how to maintain the lives of drawing materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Illustrating</li> <li>- Demonstration</li> <li>u) Practice</li> </ul>	<ul style="list-style-type: none"> <li>- Testing</li> <li>v) Display and do evaluation of works.</li> </ul>	<ul style="list-style-type: none"> <li>- A4 Papers</li> <li>- Vanguards</li> <li>- Pencil, pen</li> <li>w) Colours</li> </ul>
	➤			
<b>Suggested Topics</b>	➤ Specific Learning Outcomes	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Teaching &amp; Learning Resources</b>
<b>THIRD TERM</b>	➤			
1 Louise Metzger	<ul style="list-style-type: none"> <li>➤ To identify her place and date of birth.</li> <li>➤ To examine her educational background</li> <li>➤ To identify her area of interest in the Arts,</li> <li>➤ To narrate her work of experience, exhibitions and style.</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>a) Group discussion</li> <li>b) Explanations</li> <li>c) Questioning (Socratic Method)</li> </ul>	<ul style="list-style-type: none"> <li>a) Testing</li> <li>b) Analyzing her works.</li> <li>c) Pointing out the importance of her artifacts</li> <li>d) Appraisal</li> </ul>	<ul style="list-style-type: none"> <li>a) Practical Art textbooks</li> <li>b) Photographs</li> <li>c) Samples of her works</li> <li>d)</li> </ul>
2 Clay Manipulation Techniques	<ul style="list-style-type: none"> <li>➤ To outline the clay manipulation techniques.</li> <li>➤ Pinch method</li> <li>➤ Coil method</li> <li>➤ Slab method</li> <li>➤ Throwing on the potter's wheel</li> <li>➤ Modeling.</li> </ul>	<ul style="list-style-type: none"> <li>a) Explanation</li> <li>b) Demonstration</li> <li>c) Practice</li> </ul>	<ul style="list-style-type: none"> <li>a) Testing</li> <li>b) Display of works</li> <li>c) Assessment of items.</li> </ul>	<ul style="list-style-type: none"> <li>a) Processed clay</li> <li>b) Water</li> <li>c) Spatula</li> <li>d) Wedging wire</li> <li>e) Sponge</li> <li>f) Slab board</li> <li>g) Rolling pin</li> <li>h) Potter's wheel (if any)</li> </ul>
3 Slab Method	<ul style="list-style-type: none"> <li>➤ To explain the slab Technique in clay manipulation.</li> <li>➤ Identify materials' tools and</li> </ul>	<ul style="list-style-type: none"> <li>a) Explain the slab technique method.</li> <li>b) Demonstrate how</li> </ul>	<ul style="list-style-type: none"> <li>a) Essay test on skills gained</li> <li>b) Grad completed</li> </ul>	<ul style="list-style-type: none"> <li>a) Processed clay</li> <li>b) Water</li> <li>c) Spatula</li> </ul>

	<p>equipment.</p> <ul style="list-style-type: none"> <li>➤ The importance of clay slip.</li> <li>➤</li> </ul>	<p>the slab technique is done.</p> <p>c) Lead the students to join slabs with clay slip.</p>	<p>works</p> <p>c) Grade assignments</p>	<p>d) Wedging wire</p> <p>e) Sponge</p> <p>f) Slab board</p> <p>g) Rolling pin</p> <p>h) Pottery's wheel (if any)</p>
4 High and Low Relief work	<ul style="list-style-type: none"> <li>➤ Meaning of low and high relief.</li> <li>➤ Materials' tools and equipment.</li> <li>➤ Characteristics of high and low relief.</li> <li>➤ Making low relief.</li> <li>➤ Making high relief.</li> </ul>	<p>a) Explaining key terms.</p> <p>b) Discuss the uses of material.</p> <p>c) Demonstrate how low and high relief are made</p>	<p>a) a) Essay test on skills gained</p> <p>b) Grad completed works</p> <p>c) Grade assignments</p>	<p>a) Processed clay</p> <p>b) Water</p> <p>c) Spatula</p> <p>d) Wedging wire</p> <p>e) Sponge</p> <p>f) Slab board</p> <p>g) Rolling pin</p> <p>h) Pottery's wheel (if any)</p>
5 Props (Sword, shields, divination bowl (urn) broom. Magic horn etc	<ul style="list-style-type: none"> <li>➤ Meaning of props</li> <li>➤ Importance / uses of props in Arts.</li> <li>➤ Materials tools and equipment</li> <li>➤ How to make them</li> </ul>	<p>a) Explain the meaning of key terms</p> <p>b) Discuss the importance of props</p> <p>c) Tell the uses of the items</p> <p>d) Demonstrate hoe each is made</p>	<p>a) Display of work samples</p> <p>b) Use props to art a skit for entertaining.</p> <p>c) Testing</p> <p>d) Grading</p>	<p>a) Scissors</p> <p>b) Beads</p> <p>c) Adhesive</p> <p>d) Gourds</p> <p>e) Bottons</p> <p>f) Cloth</p> <p>g) Knife</p> <p>h) Hard board</p> <p>i) Animal skin</p> <p>j) Cowries</p>

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