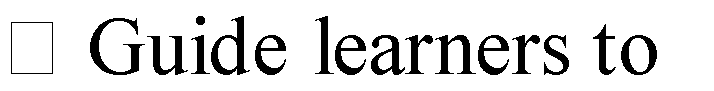
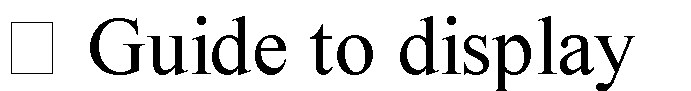
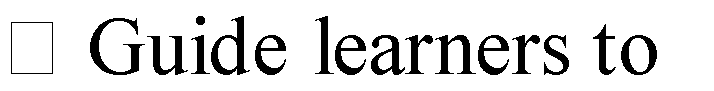
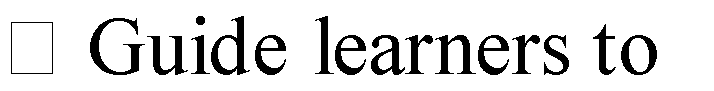
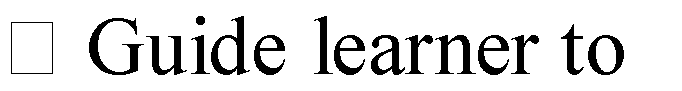
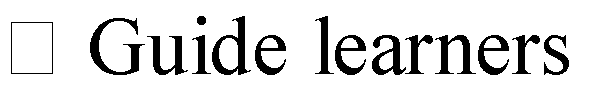
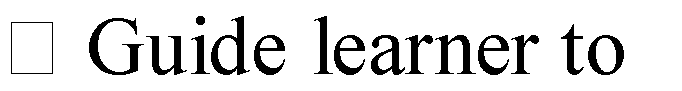
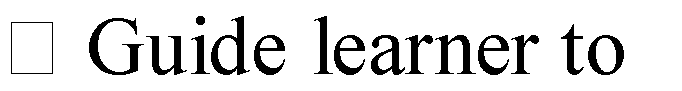
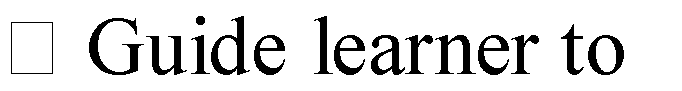
**PP1 CREATIVE ARTS ACTIVITIES SCHEME OF WORK TERM ONE**

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| **W E**  **E K** | **LE SS O N** | **STRANDS** | **S-STRAND** | **SPECIFIC LEARNING OUTCOMES** | **KEY INQURY QUESTIONS** | **CORE COMPETENCE** | **VALUES** | **LEARNING EXPERIENCES** | **LEARNING RESOURCE S** | **ASSESSM ENT** | **REM** |
| **1** | **1** |  |  |  |  |  |  |  |  |  |  |
| **2** | **1-**  **2** | PICTURE  **MAKING TECHNIQU ES** | **1.1**  **Drawing**  **1.1.1**  **Scribbling and doodling** | By the end of the sub-  strand the learner should be able to: a) develop simple pictures using  scribbling techniques for fine muscle development ,  b) develop simple  pictures using doodling techniques for eye hand co- ordination, | 1. What would you like to draw?  2. What do you see in the environment?  3. What material do you use for drawing | Digital literacy  Communication and collaboration Learning to learn | Peace  Unity Love respect | Provide learner with drawing materials  how to hold drawing tools  develop simple pictures using scribbling technique  develop simple pictures using doodling technique  and comment on own and others work | **Realia**  **Charts** | **1.Observ**  **ation**  **2.Oral question s** |  |
| 3 | 1-  2 |  | **1.1**  **Drawing Scribbling and doodling** | By the end of the sub-  strand the learner should be able to:  ,  a) develop simple  pictures using doodling techniques for eye hand co- ordination,  b) appreciate own and others drawn work | 1. What would you like to draw?  2. What do you see in the environment?  3. What material do you use for drawing | Critical thinking  Responsibilities | Love  Respect Unity Peace | Provide learner with drawing materials  how to hold drawing tools  develop simple pictures using scribbling technique  develop simple pictures using doodling technique  and comment on own and others work | **Realia** | **.Observa**  **tion**  **2.Oral question s** |  |
| 4 | 1-  2 |  | **1.1Drawi**  **ng**  **1.1.2 Dot** | By the end of the sub-  strand the learner should be able to: | 1. What would you like to draw? | Critical thinking  Responsibilities | Love  Respect  Unity | Provide learner with dotted online images | **Realia**  **charts** | **.Observa**  **tion**  **2.Oral** |  |

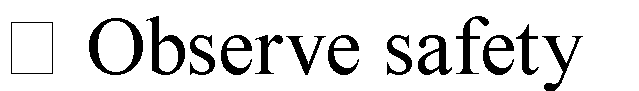
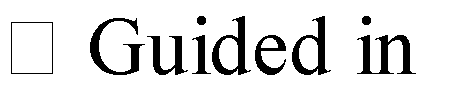
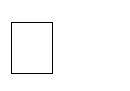
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|  |  |  | **joining** | a) develop simple pictures by dot joining techniques for  enjoyment,  b) draw simple  pictures using drawing materials for creativity  ,  c) appreciate own and  others drawn work | 2. What do you see in the environment?  3. How do they  look like?  4. What do you like  about your drawn work? |  | Peace | how to hold drawing tools  develop simple pictures by joining dots  and discuss own and others work |  | **question s** |  |
| 5 | 1-  2 |  | Coloring | leaner should be able  to:  a) identify common  colours in the environment for colouring pictures b) learners apply  colour on drawn plant pictures for aesthetic value  c) appreciate own an  others coloured work | 1. Which colour do you like most?  2. What colour are found in the environment | Communication  and collaboration | Love  Respect Unity Peace | Guide learners to identify colors in the environment  collect materials of different colour from the environment  leaders to distribute papers to learners in groups  color | **Realia**  **charts** | Observat  ion |  |



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| 6 | 1-  2 |  | Coloring | By the end of the sub- strand the leaner should be able to:  a) learners apply colour on drawn animal pictures for aesthetic value  b) appreciate own an others coloured work | Which colour do you like most?  . What colour are found in the environment | Communication and collaboration | Love Respect Unity  Peace | Guide learners to identify colors in the environment  collect materials of different colour from the environment  leaders to distribute papers to learners in groups  color drawn items and discuss their  colore | **Realia charts** | **.Observa tion**  **2.Oral question s** |  |
| 7 | 1-  2 |  | **1Painting** | By the end of the sub- strand the leaner  should be able to:  a) create images using  finger painting techniques for enjoyment  b) perform free choice  painting on paper for enjoyment  c) appreciate own and others painted work | What do you use for painting?  2. What do you do  after painting | Communication and  collaboration  Critical thinking  and problem solving Imaginative and creative | Love  Respect  Unity  Peace | Guide learners to select painting materials  use one colour create images using  fingers  paint according to their own interest  painted work share comments | **Realia charts** | **.Observa tion**  **2.Oral question s** |  |
| 8 | 1-  2 |  | Painting | By the end of the sub- strand the leaner  should be able to: a) apply paint on shapes for enjoyment b) perform free choice painting on paper for | What do you use for painting?  4. What do you do  after painting | Communication and  collaboration Critical thinking and problem solving Imaginative and | Love  Respect  Unity  Peace | Guide learners to select painting materials  use one colour  to | **Realia** | **.Observa tion**  **2.Oral question s** |  |



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|  |  |  |  | enjoyment  c) appreciate own and others painted work |  | creative |  | draw shape  apply paint on shapes using brushes  painted work share comments |  |  |  |
| 9 | 1-  2 |  | **2.1Printin g**  **Pattern making** | By the end of the sub- strand the leaner  should be able to:  a) make patterns using  objects for creativity b) appreciate own and others painted work | 1. Which colour do you like for making patterns  2. Which materials  do you use for making patterns?  3. Which printing do you like | Communication and  collaboration  Critical thinking  and problem solving Imaginative and Self efficacy | Respect  Unity  Peace | Guide learners to select printing materials  use one colour  apply paint on objects using brushes/Sponge  patterns using different objects  painted work share comments | **Realia** | **.Observa tion**  **2.Oral question s** |  |
| 1  0 | 1-  2 |  | **2.1Printin**  **g Pattern making** | By the end of the sub-  strand the leaner should be able to:  a) make patterns using objects for creativity  b) appreciate own and others painted work | 1. Which colour do you like for making patterns  2. Which materials  do you use for making patterns?  3. Which printing do you like | Communication  and collaboration Critical thinking and problem solving Imaginative and Self efficacy | Respect  Unity  Peace | Guide learners to select printing materials  use one colour  apply paint on objects using brushes/Sponge  patterns using different objects  painted work share comments | **Realia** | **.Observa**  **tion**  **2.Oral question s** |  |
| 1  1 | 1 |  | **Mosaic** | By the end of the sub- strand the leaner  should be able to: | What should we use to make mosaic | Critical thinking  Imaginative and  Self efficacy | Respect  Unity  Peace | Guide learners to collect materials for | **Realia** | **.Observa tion**  **2.Oral** |  |



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|  |  |  |  | a) identify locally available materials for making mosaic  pictorials for fun. b) create a simple pictorial using paper cuts for enjoyment.  c) appreciate the sue of locally available materials in creating pictorials | items?  2. Which material do you like most? | Communication and collaboration |  | making mosaic items  leaders to distribute materials to Learners to create simple mosaic items  when using materials appreciating own and  others work as  learners express their emotions |  | **question s** |  |
| 1  2 | 1 |  | **Mosaic** | By the end of the sub-  strand the leaner should be able to: a) identify locally  available materials for  making mosaic pictorials for fun. b) create a simple  pictorial using paper  cuts for enjoyment.  c) appreciate the sue of  locally available materials in creating pictorials | What should we use to make mosaic items?  2. Which material  do you like most? | Critical thinking  Imaginative and Self efficacy Communication and collaboration | Respect  Unity  Peace | Guide learners to collect materials for making mosaic items  leaders to distribute materials to Learners to create simple mosaic items  when using materials  Guided in appreciating own and others work as learners express their emotions | Realia | **.Observa**  **tion**  **2.Oral question s**  **3.written question s** |  |
| 1  3  $  1  4 |  |  |  |  |  |  |  |  |  |  |  |
| 1  3 |  |  |  |  |  |  |  |  |  |  |  |
| 1  4 |  |  |  |  |  |  |  |  |  |  |  |