

REPUBLIC OF GHANA
MINISTRY OF EDUCATION, SCIENCE AND SPORTS



Republic of Ghana

TEACHING SYLLABUS FOR CREATIVE ARTS
(PRIMARY SCHOOL 1 – 3)

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TEACHING SYLLABUS FOR CREATIVE ARTS

(Primary Schools)

INTRODUCTION:

In recent times, Ghana has embarked upon a constructive national transformation programme which demands identification of important areas of national development, such as agriculture, industry, science and technology, education, health, culture, democracy and the economy. For the nation's forward march, there is the need to prepare the human resource in all related areas of development.

A very crucial element for national development is national creativity. Today, in our attempt to speed up national development, there is the need to lay a strong foundation for national creativity through Creative Arts. However creating should also be fostered through other subjects in the curriculum. The main focus of Creative Arts is critical and creative thinking and responding to performance, problems solving and socio-economic progress.

Creative Arts are essential to the development of emotional, material, spiritual and intellectual life. Opportunities to actively participate in creative or in artistic process (singing, playing an instrument, drawing, carving, acting, dancing, composition and appreciation) enhance the growth of one's imagination and self-expression. Creative Arts provide avenues for strengthening social identity and unity of purpose, discovering the cultural heritage and creating a unifying nation. Apart from unlocking the creative potentials of the individual, Creative Arts are the foundation for the development of skills in Design and Technology, and therefore, preparation for industrial development. Ghana must change from dependence on other people's technologies and finished products to the development of its own indigenous innovation and also train its citizens to creatively add value to national resources.

Likewise, we should begin to add value to our indigenous music, dance and drama.

RATIONALE

The reasons for studying Creative Arts are many. They:

- Transmit, promote and preserve the culture of a nation,
- Help the learner to think critically and imaginatively to develop ideas for designing, making and responding to process and products.
- form a unique component in the development of the minds of learners.
- embrace all domains of knowledge and life:
intellectual, social, psychological, spiritual, artistic/aesthetic and physical.
- affect all classes of people: the rich, poor, educated or uneducated.
- provide avenues for self-expression, visual knowledge and the sense of discrimination between what is beautiful and unpleasant, so that people can make the right choices.
- provide the medium for critical and imaginative thinking, doing/making and responding to processes as well as products.
- help to develop the ability to adapt positively to the changing local and global environment and the need to help sustain it.
- develop skills and aptitudes for learning new knowledge, and prepare pupils for further education and training.

GENERAL AIMS

The Creative Arts syllabus is designed to help pupils to:

- think critically and imaginatively.
- make, re-create and discover knowledge and meaning.
- develop a spirit of innovation, creativity and resourcefulness.
- develop practical skills and different modes of thinking.
- acquire skills to analyse and evaluate creative works and to recognize their personal aesthetic tastes as well as those of others.
- develop human and moral values such as of tolerance, sharing, helping, concentration, discipline, self-confidence, co-operation, honesty, self-awareness, self-expression teamwork and sense of judgment.

SCOPE OF CONTENT:

Creative Arts are an integration of Visual Arts(drawing, weaving, modelling, casting, carving, painting etc.) Sewing and Performing Arts (music, dance and drama)

ORGANISATION AND STRUCTURE OF SYLLABUS

The Creative Arts syllabus is organised in Years , and for each year in three Terms. Each term has sections which are further organised into Units

SECTION 1: CREATING THROUGH, PERFORMANCE, COMPOSITION AND TWO – DIMENSIONAL ACTIVITIES

General Objectives: Pupils will

1. acquire basic knowledge, skills and values through Performance, Composition and Two – Dimensional Art Activities such as picture making, print and pattern-making.
2. develop skills in critical, independent thinking, reasoning and imagination.
3. acquire skills in self-expression.
4. appreciate products of artists/artistes and beauty in the environment.

SECTION 2: CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE – DIMENSIONAL ART ACTIVITIES

General Objectives: Pupils will:

1. develop basic knowledge, skills and values through Performance, Composition and Three-Dimensional Art Activities such as weaving, sewing, modelling, carving, casting, construction, drama, singing, drumming and dancing etc.
2. recognise the importance of originality, design and craftsmanship and performance.
3. acquire skills in self-expression.
4. develop critical independent thinking, reasoning and imagination.
5. recognise the importance of appreciating beauty in the environment and works of artists / artistes.

PRE-REQUISITE SKILLS

Pupils have been exposed to creative activities in kindergarten, and at home where they do most of these activities in music, drawing, painting and dance informally.

TIME ALLOCATION

A maximum of six (6) periods a week of 30 minutes (three double periods of 30 minutes) is recommended for teaching Creative Arts. The six periods should be put into a double period of 60 minutes. Creative Arts must be taught practically and therefore adequate time should be given to the lessons.

SUGGESTIONS FOR TEACHING THE SYLLABUS

The syllabus has been planned in Five columns of Units, Specific Objectives, Content, Teaching Learning Activities and Evaluation.

General Objectives General objectives for the sections have been listed at the beginning of each year. The general objectives are a summary of the specific objectives of the units of the sections. Read the general objectives very carefully before you start teaching the units under. After teaching all the units of a section, go back and read the general objectives again to be sure you have covered the general objectives adequately in your teaching,

Sections and Units: Each section of the syllabus represents Creating Through Two-Dimensional Activities or Creating Through Performance, Composition and Three-Dimensional Activities. A section is divided into units, where a unit consists of a body of knowledge and skills that form a

logical aspect of the section.

Column I - Units: The Units in Column 1 provide the major topics of the section. You are expected to follow the unit topics according to the linear order in which they have been presented. However, if you find at some point that teaching and learning of a unit will be more effective if you branched to another unit before coming back to the unit in the sequence. you are encouraged to do so.

Column 2 - Specific Objectives: Column 2 shows the Specific Objectives for each unit. The 'specific objectives begin with numbers such as 1.2.2 or 2.2.1. These numbers are referred to as "Syllabus Reference Numbers. The first digit in the syllabus reference number refers to the section; the second digit refers to the unit, while the third digit refers to the rank order of the specific objective. For instance, 1.2.2 means: Section 1, Unit 2 (of Section 1) and Specific Objective 2. In other words, 1.2.2 refers to Specific Objective 2 of Unit 2 of Section 1. Similarly, the syllabus reference number 2.2.1 simply means Specific Objective number 1, of Unit 2 of Section 2. Using syllabus reference numbers provides an easy way for communication among teachers and other educators. It further provides an easy way for selecting objectives for test construction. Let's say for instance that Unit 2 of Section 2 has two specific objectives: 2.2.1 - 2.2.2. A teacher may want to base his/her test items/questions on objectives 2.2.1 and 2.2.1 and not use the other three objectives. In this way, a teacher would sample the objectives within the units of the section to be able to develop a test that accurately reflects the importance of the various objectives taught in class.

You will note also that specific objectives have been stated in terms of the pupil i.e. "*what the pupil will be able to do after instruction and learning in the unit.* Each specific objective hence starts with the following: "The pupil will be able to. " This in effect, means that you have to address the learning problems of each individual pupil. It means individualizing your instruction as much as possible such that the majority of pupils will be able to master the objectives of each unit of the syllabus.

As has been said already, the order in which the unit topics appear should not necessarily be the teaching order. There should however, be a linkage in the order in which the units and specific objectives are treated. The teacher will have to study the syllabus carefully and plan ahead the activities the pupils will carry out during a particular lesson. Knowing the requirements of a lesson, the teacher should assemble the tools and materials required for the activities well in advance. The collection of tools and materials must be done by both the teacher and pupils. Other regular materials may be continually collected and stored to be used when needed. When materials are not available in the immediate environment, the teacher should try to contact persons in higher institutions and in the community for help.

As pupils begin work on activities of each lesson, the teacher should serve as a facilitator and motivate the pupils in various ways to sustain their interest. As much as possible, resource persons may be invited to make presentations and demonstrations to the class. Field trips may be organised to the community.

Profile Dimensions

A central aspect of this syllabus is the concept of profile dimensions that should be the basis for instruction and assessment. Learning may be divided into a number of classes. A pupil may acquire some knowledge through learning. The pupil may also learn to apply the knowledge acquired in a new context. For instance, the principles for identifying design elements in the natural and man-made environment may be taught the pupil. If this is done well, the pupil will acquire the knowledge and understanding of design principles. Beyond this, the pupil may be required to apply the elements

and principles of design in producing an item such as musical instrument, toy or handkerchief. You will note from the sequence described that the pupil has gone through acquisition of basic knowledge; has acquired practical skills; and has had the opportunity to apply the knowledge acquired in a particular problem situation. The four learning behaviours, "knowledge" understanding" application" and "practical skills" are referred to as "dimensions of knowledge". "Knowledge" is a dimension; "application of knowledge" is also a dimension. More than one dimension forms a profile of dimensions. A specific objective may be stated with an action verb as follows: *The pupil will be able to describeBeing able to "describe" something after the instruction has been completed means that the pupil has acquired "knowledge". Being able to explain, summarise, give examples etc. means that the pupil has understood the lesson.*

Similarly, being able to develop, plan, construct, design, compose etc. means that the pupil can "apply" the knowledge acquired in some new context. You will note that each of the specific objectives in this syllabus contains an "action verb" that describes the behaviour the pupil will be able to demonstrate after the instruction. "Knowledge", "application" etc. are dimensions that should be the prime focus of teaching and learning in schools. Instruction in schools, in most cases has tended to stress knowledge acquisition and memorization to the detriment of other higher level behaviours such as application, analysis etc. The focus of the new form of teaching and learning as indicated in this syllabus and in all others, is to move teaching and learning from the didactic acquisition of knowledge and rote memorisation to a new position where pupils will be able to apply **their knowledge, develop analytical thinking skills, develop plans, design new products, generate new and creative ideas and solutions; and use their knowledge in a variety of ways to deal with problems and issues, solve problems and generally be productive.** Each action verb indicates the underlying profile dimension of each particular specific objective. Read each objective carefully to know the profile dimension you have to teach,

Column 3 - Content: The "content" in the third' column of the syllabus presents a selected body of information that you will need to use in teaching the particular unit. In some cases, the content presented is quite exhaustive. In some other cases, you could add more information to the content presented. In any case, try to find more information through reading and personal investigations, to add to the content provided. The use of resource persons will in many cases, help to provide your class with more information and skills. The column also suggests tools and materials that can be used for the unit or lesson.

Column 4 -Teaching and Learning Activities (T/LA): T/LA that will ensure maximum pupil participation in the lessons are presented in Column 4. Try to avoid rote learning and drill-oriented methods and rather emphasise participatory teaching and learning, and also emphasize the cognitive, affective and psychomotor domains of knowledge in your instructional system wherever appropriate. **You are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum pupil learning. (As we have implied already, the major purpose of teaching and learning is to make pupils able to apply their knowledge in dealing with issues both in and out of school.** Pupils must be taught to be problem solvers. In this particular subject, pupils are expected to acquire valuable basic practical skills to serve as a foundation for further skill development. Observe and also ensure that pupils exhibit skills and values in their behaviour and in creative activities.

Column 5 - Evaluation: Suggestions and exercises for evaluating the lessons of each unit are indicated in Column 5. Evaluation exercises can be in the form of oral questions, quizzes, class assignments (e.g., designing and drawing), assignments, project work; etc. Try to ask questions and set tasks

and assignments that will challenge your pupils to apply their knowledge to issues and problems, and that will engage them in creating new and original items, and developing positive attitudes as a result of having undergone instruction in this subject. Evaluation should also include observation of processes pupils go through in performing various activities, and the products pupils make. **Processes and products are both equally important and need observation and correction. The suggested evaluation tasks are not exhaustive. You are encouraged to develop other creative evaluation tasks to ensure that pupils have mastered the instruction and behaviours implied in the** specific objectives of each unit.

Lastly, bear in mind that the syllabus cannot be taken as a substitute for lesson plans. It is therefore necessary that you develop a scheme of work and lesson plans for teaching the units of this syllabus.

Note “Practical Skills” must be given 80 per cent of the teaching and learning time to emphasise the point that Creative Arts is more toward the acquisition of practical skills at the school level The remaining 20 per cent can be used for theoretical aspect of Creative Arts such as, observing, listening, responding, talking, reporting, describing, brainstorming and discussion.

The explanation and words involved in each of the dimensions area as follows:

Knowledge and Understanding (KU)

Knowledge The ability to:

remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is simply the ability to remember or recall material already learned and constitutes the lowest level of learning.

Understanding The ability to:

explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

Application of Knowledge (AK)

Ability to use knowledge or apply knowledge, as implied in this syllabus, has a number of learning/behaviour levels. These levels include application, analysis, synthesis, and evaluation. These may be considered and taught separately, paying attention to reflect each of them equally in your teaching. The dimension "Use of Knowledge" is a summary dimension for all four learning levels. Details of each of the four sub-levels are as follows:

Application The ability to:

apply rules, methods, principles, theories, etc. to concrete situations that are new and unfamiliar. It also involves the ability to produce, solve, operate, plan, demonstrate, discover etc.

Analysis The ability to:

Break down materials into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points etc, recognise unstated assumptions and logical facilities, recognize inferences from facts etc.

Synthesis The ability to:

Put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, design, organise, create, generate, discuss etc.

Evaluation The ability to:

appraise, compare features of different things and make comments or judgments, contrast, criticize, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some materials based on some criteria.

You will note from the above that evaluation is the highest form of thinking and behaviour and is therefore the most difficult behaviour. This accounts for the generally poor performance of pupils and people generally on tasks that call for evaluation. Start to develop this important skill early in your pupils by giving them lots of chances to do evaluative thinking, which is judging, appraising and critiquing the quality or worth of products.

Practical Skills (PS)

Practical skills refer generally to the psychomotor domain. This involves the demonstration of manipulative skills using tools/equipment and materials to carry out practical operations, pre-image to solve practical problems, and produce items. The teaching and assessment of practical skills should involve projects, case studies and creative practical tasks.

Skills required for effective practical work are the following:

1. Handling of Tool/Equipment/Materials
2. Observation
3. Craftsmanship/Draftsmanship
4. Perception
5. Creativity
6. Communication

Tools/Equipment/Material Handling: Pupils should be able to handle and use tools/equipment/materials properly for practical to acquire skills through creative activities.

Observation: The pupil should be able to use his/her senses to make accurate observation of skills and techniques during demonstrations. The pupil in this case should be able to apply imitate the techniques he/she has observed for performing other tasks.

Craftsmanship/Draftsmanship: This involves the skilful and efficient handling of materials and tools for accomplishing specific tasks according to the level of the pupils.

Perception: The pupil should be able to respond to his/her environment using all the senses ie. seeing, hearing, smelling, touching, tasting and kinaesthetics. The pupil should be encouraged to apply these senses to every project he/she undertakes.

Originality/Creativity Pupils should be encouraged to be creative or original and be able to use new methods in carrying out projects. Encourage them to be original in making works of arts items and not copy existing work. You can help them to be creative and original by encouraging any little creative effort, technique and product they may develop.

Communication: Pupils should be guided to develop effective oral and written communication skills necessary for group work, reporting and appreciation etc.

The action verbs provided under the various profile dimensions should help you to structure your teaching such as to achieve the set objectives. Select from the action verbs provided for your teaching, in evaluating learning before, during and after the instruction.

ORGNISATION AND STRUCTURE OF THE SYLLABUS

The Creative Arts syllabus is organized in Years and for each Year, in Three Terms. Each term has sections which are further organized into Units.

MODE OF ASSESSMENT

Assessment in Creative Arts is of practical activities. It consists of School-Based Assessment (SBA) (Continuous Assessment) and End-of- term and Year Assessment.

The practical assessment covers:

- (a) Assessment of process.
- (b) Assessment of product.

Assessment of process: Look for creative and critical thinking, originality of ideas in the work; the design, correct handling and use of tools, materials and equipment. The degree of involvement, attitude to the work (including group work), understanding of the process, procedure, techniques and problem solving ability of the pupils must also be assessed.

Assessment of end product: Assessment of the end product to satisfy the objectives of the lesson, tasks, activity/exercise/assignment projects e.g. Is the pupil able to compose, perform, stitch draw and paint as required by the objectives?

Assessment of finished product or performance also includes the pupils' verbal response or intelligent talks about the work/performance.

Continuous Assessment: This covers practical class exercises, assignment, **group or** individual/ project work with the exception of terminal or end-of-year assessment.

The teacher should AVOID asking pupils to bring purchased items for assessment.

The teacher must also AVOID, criticising or comparing one pupil's work with other works.

NOTE TO THE TEACHERS

The syllabus has been planned in five columns, consisting of Units, Specific Objectives, Content, Teaching and Learning Activities and Evaluation. In teaching Creative Arts, the teacher should take the pupils through the processes of thinking; acting/doing, using tools and materials and performing with the body and its parts. They will also respond, talk about or appreciate the end product. Taking pupils through this process would help them act and respond with their feelings and evaluate their works/performances.

1. The teacher is obliged to teach and assess Creative Arts practically. The suggested weighting : 80 percent of time for practical activities and 20 percent for theory, totalling 100 percent.
2. All children are potentially creative. The duty of the teacher is to develop or foster it through guidance, motivation and conducive classroom environment.
3. Adequate provision should be made for children with special needs, such as helping to participate fully and actively in class activities.

The attributes or behaviour of a Creative child should be observed and fostered. The Creative child:

- a. is curious about his/her environment
- b. has a store/ repertoire of ideas
- c. is constantly resourceful
- d. has the drive to explore
- e. is willing to try
- f. has a flexible mind
- g. is original in thinking and doing things
- h. is imaginative
- i. has the ability to solve problems

Additionally and Specifically, the Creative child will demonstrate skill in:

- observing.
- perceiving(hearing, smelling, tasting, lifting, touching, seeing).
- imaging/ pre-imaging.
- using the memory.

- exploring.
- experimenting, researching, testing.
- comparing, contrasting.
- ideating, generating ideas/alternatives.
- evaluating/judging.
- selecting media, processes, tools, equipment or instruments.
- understanding the relationship among media, techniques and processes.
- communication or expression of ideas.

The teacher must also be creative, resourceful and:

1. arouse the pupil's curiosity and imagination.
2. guide, help, encourage and motivate the pupils.
3. avoid imposing his/her ideas on pupils.
4. show appreciation and respect for a pupil's work and views.
5. select and plan the scheme of work in a balanced way to include 2-dimensional Performance, Composition and 3-dimensional Art activities.
6. use actual or real life situations as teaching and learning experience.
7. never underestimate the pupil's intelligence and creative abilities.
8. take note of the pupils creative growth:
 - a. Perceptual growth (using the sense in exploring, observing the environment and performing creative activities).
 - b. Emotional growth (the pupils' feelings, attitudes and responses to what he/she thinks, sees and does).
 - c. Aesthetic growth (the pupils' ideas and response to beauty through appreciation and valuing).
 - d. Creating/performing (using ideas, tools, materials, equipments/instruments to create items or perform).
 - e. Cultural Heritage (awareness of works of artists/artistes for appreciation and inspiration).
9. Always encourage pupils to be original, inventive and do their own work.
10. Avoid condemning children's work but encourage them for improvement in their work.
11. Offer pupils' the chance to display their works for appreciation and appraisal

PROCEDURE FOR APPRECIATION

Appreciation is the awareness of the qualities in what we see, listen to and do. It is also an intelligent talk about creative products. When appreciating Creative activities such as dancing, drawing and stitching etc and products such as song, bag and picture etc, the teacher should guide the pupils to ask questions such as:

What work is this? Who made it? Does it solve the problem identified? For whom was it made? It is beautiful? Why is it beautiful? What problem did you face during the activity? How did you solve the problem?

PRIMARY ONE

General Objectives for Performance, Composition and Two and Three- Dimensional Creative Art Activities for Primary One. It is expected that by the end of the Year, the pupil will:

1. understand and use the body, materials, tools/ instruments in safe and responsible way.
2. be aware of using the senses, imagination, memory and environment for ideas and self-expression through two and three-dimensional arts activities.
3. develop the capacity to express himself/herself through listening, observing and making of items through visual and performing arts.

PRIMARY 1 TERM 1

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MAKING PICTURES DRAWING/COLOUR WORK Doodling and colouring	The pupil will be able to: 1.1.1 make and colour doodles using a variety of tools and materials.	<u>Doodling and colouring</u> Doodling and colouring of shapes e.g. ovals, squares, rectangles and colour. <u>Tools</u> : arm-board <u>Materials</u> : paper, card, crayon, pencil, arm-board, chalk etc.	Pupils to explore tools and materials for doodling. Demonstrate doodling by: drawing a continuous line to cross itself at various points to cover the entire surface of paper/card/arm-board so that a variety of (shapes) are formed by the lines. Guide pupils to observe and identify the shapes and objects in the doodle and colour them. NOTE Teacher may create sound patterns to accompany the doodling. Organise appreciation of pupils' work by pupils displaying and talking about them. <u>Skills</u> : displaying, colouring, observing, drawing, appreciating, handling of tools and creativity materials etc. <u>Values</u> : patience, tolerance, sharing etc	Is the pupil able to make: the doodling and colour with one, two or more colours? various shapes e.g. ovals, squares, rectangle from doodling? and identify objects in the doodling? and talk willingly and freely about the work?

PRIMARY 1 TERM 1

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) MAKING PICTURES, DRAWING AND COLOUR-WORK	<p>The pupil will be able to:</p> <p>1.1.2 trace or draw the outline of shapes, objects and colour them to make a picture.</p>	<p><u>Drawing shapes and colouring them</u></p> <p>Tracing and drawing of outlines of objects and colouring:</p> <p>templates of objects and animals and real life objects.</p> <p>parts of the body e.g. hand, feet.</p> <p>regular/irregular shapes.</p> <p>combination of different shapes.</p> <p><u>Tools</u> : hand, feet, scissors, templates (different shapes),</p> <p><u>Materials</u> : pencils, crayons, real objects, (hand, feet) paper, felt pen, scissors etc.</p>	<p>Organise exploration of the environment to : identify natural and man-made objects in the environment for tracing and painting.</p> <p>Demonstrate how to trace templates, shapes/objects e.g. tree, hands, building nose etc.</p> <p>To cut templates in groups.</p> <p>Guide pupils to colour all traced objects in one, two or more colours.</p> <p><u>Skills</u> : drawing, colouring, composing, tracing, cutting etc.</p> <p><u>Values</u>: self confidence, tolerance, patience team work, sharing etc.</p>	<p>Is the pupil able to:</p> <p>trace from templates?</p> <p>combine one or two shapes/objects to form a picture?</p> <p>make a picture of traced shapes and objects and colour or paint it?</p> <p>display and talk about his/her work?</p>

PRIMARY 1 TERM 1

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 PATTERN MAKING, PRINTMAKING AND LETTERING Pattern making with: lines, shapes, dots, letters, numerals, colours, objects.	The pupil will be able to: 1.2.1 draw dots, lines letters and shapes to build patterns.	<u>Drawing of lines, dots and shapes to form patterns</u> e.g. dots, lines, regular/irregular shapes in different lengths and thicknesses using the tip and side of tools e.g. chalk, pencils, pens, crayons.	Guide pupils to practise using the tools e.g. to draw lines, dots and shapes using the tip and side of pencil, crayon, chalk etc. Guide pupils to draw dots, lines, letters and shapes according to any arrangement of their choice on paper armboard. Pupils to make a balanced pattern and explain it. Guide pupils to identify the contrast in size and rhythm formed by the pattern. <u>Skills:</u> drawing, designing, /modelling, pattern-making appreciation, creativity, self-expression etc. <u>Values:</u> independence, self-confidence, concentration etc.	Is the pupil will be able to express views about his/her work? Is there orderliness and balance?

PRIMARY 1 TERM 1

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 COMPOSITION (Improvisation)	The pupil will be able to: 2.3.1 perform different activities e.g. walking, running, twisting, bending , marching, etc.	<u>Movement exploration</u> <u>Materials:</u> drums, tables, bells, chairs, voices etc.	Engage pupils in marching, walking, nodding etc. to form different patterns. Let them sing along with the activities. Pupils to imitate movements of animals and birds in and around their environment. Pupils to explore different kinds of jumping e.g., hopping, skipping and describe the differences in the various types of jumping.	Is the pupil able to create movement and rhythmic patterns to match? NOTE: Teacher should look out for variety of patterns and award grades accordingly.
	2.3.2 listen to and observe performances selected from the locality and comment on them.	Listening and observing artistic performance. <u>Tools/Materials:</u> drums, bells, cassette player and cassette etc.	Let pupils dance to any popular song of their choice. Play the recording of any local performance for pupils to observe and listen. Pupils may be taken out of the school to observe a live performance in the locality. Let pupils listen and observe performances (a) by individuals and groups in the class (b) from recorded works NOTE: (a) aim at focused listening/ observation (b) guide pupils to make accurate descriptions using words like loud, soft, slow, fast, etc. <u>Skills:</u> observing, listening, exploring, dancing, movement according to patterns etc. <u>Values:</u> teamwork, co-operation etc.	Is the pupil able to comment on performances he/she listens to and observe? NOTE: Aim at focused listening and observing. Is the pupil able to: describe a performance using words like loud, soft, slow, or fast? describe arm, leg and head movement of the dance?

PRIMARY 1 TERM 1

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) PERFORMANCE	The pupil will be able to:			
	2.3.3 sing simple and familiar songs accompanying them with dancing.	<u>Singing/Dancing</u> <u>Materials</u> drums, bells, castanet etc.	Pupils sing songs from the locality as well as other popular songs and accompany them with: a) available instruments, b) dancing and other movements. Pupils integrate singing and dancing with story-telling and dramatize the stories or sections on the stories.	Are pupils able to narrate short stories incorporating dance, drama and music for the class to discuss?
	2.3.4 play selected musical games.	Musical Games e.g. stone passing games	Pupils in groups, play singing games such as stone-passing games, mpewa (abaye) etc. <u>Skills</u> : listening, observing, dramatising, dancing, story telling etc. <u>Values</u> : team work, tolerance, co operation etc.	

PRIMARY 1 TERM 1

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 WEAVING AND STICHING Weaving and Lacing	The pupil will be able to: 2.4.1 make simple items by weaving, lacing, and randing.	<u>Making items by weaving and lacing</u> Plain weave and lacing of objects. <u>Tools</u> knives, scissors, plastics, pieces of wood, flat metals, bamboo, palm rachis etc. <u>Materials</u> flat and flexible strands e.g. plastics, palm leaves from the palm trees, bulrush, screw pine, paper/card etc.	Guide pupils to observe, identify, handle and discuss the nature of the material. Group pupils and demonstrate how to: make plain weaves with coloured or uncoloured materials/strands. lace with coloured and uncoloured strands. NOTE: Pupils to have the chance to observe how to weave or lace and practice them. Guide pupils to practise the skills of weaving over one under one and lacing with prepared materials. Guide pupils to weave according to desired patterns using coloured and uncoloured strands. Pupils to display and respond to own and others works by explaining and talking about the patterns woven, the lacing and colours used. <u>Skills:</u> weaving, lacing etc. <u>Values:</u> contentment, independence etc.	Assignment: Pupils to make a woven or laced item for use in the home. Is pupil able to finish work? Is the work original? Has it been woven well? Is the pupil able to talk about the work and its uses?

PRIMARY 1 TERM 1

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 MODELLING AND CASTING Exploration of Tools and Materials	The pupil will be able to: 2.5.1 use his/her senses to explore the nature of modelling tools and materials.	<u>Exploration of modelling tools and materials with the senses.</u> Sense of touch, sight and kinesthesia. <u>Materials:</u> clay, play dough etc. <u>Tools:</u> pieces of flat sticks palm and fingers etc.	Demonstrate how to use the senses to explore the modelling materials and tools by touching observing, lifting etc. Pupils talk about their experiences during and after the exploration. Pupils to identify and discuss the uses of tools and materials for casting Demonstrate how to cast with the listed materials <u>Skills</u> : touching, squeezing, pulling, rolling, flattening/pressing, pinching, twisting, cutting, joining etc. <u>Value:</u> independence, self-confidence, contentment, etc.	Is the pupil able to: demonstrate the skills in exploring the nature of materials and tools? tell the nature of clay or the modeling material and tools e.g. soft, plastic, cold, hard?
Casting	2.5.2 cast simple forms using suitable materials and tools, etc.	<u>Casting of simple forms:</u> <u>Materials</u> : sand, soil, sawdust wax/candle, water, gari, banku tuo zaafi, thin sheets of plastics etc. <u>Tool</u> : empty containers, plastic forms, metal tins, calabash etc.	Organise pupils into groups to cast with various containers and materials. Group to talk about their experiences as well as problems. Pupils to suggest how to solve identified problems. <u>Skills</u> casting, understanding the nature of materials and tools for casting etc. <u>Values</u> co-operation, tolerance, sharing togetherness, teamwork, co-operation etc.	Is the pupil able to: cast simple forms and talk about the process and end product. Assignment Pupils to find out and report in class for discussions. useful items in the environment for casting. things manufactured by casting. the use of casting.

PRIMARY 1 TERM 1

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 CONSTRUCTION/ASSEMBLAGE AND PAPERWORK Cutting, Folding and Pasting/Joining, etc.	The pupil will be able to: 2.6.1 construct simple forms/ items with different materials and techniques.	<u>Making of simple forms/items</u> <u>Tools:</u> blunt knife, scissors. <u>Materials</u> : clay, scrap paper, card fabric, plastics, wood, adhesive (glue, gloy, starch etc.) <u>End product:</u> e.g. toys, envelopes, folders, toy bags, containers, kite, pin wheel.	Guide pupils to identify materials and explore their characteristics. Teacher to discuss and demonstrate how to make items with various materials by techniques e.g. cutting, folding, wrapping, pasting Guide pupils to develop ideas and put them into constructing items by various techniques. Pupils to explain what they are making, the tools, materials and use of end product. Pupils display and talk about their own and other pupil's work in simple terms. <u>Skills:</u> developing ideas, cutting, folding, wrapping, pasting, responding to artefact by talking explaining and describing, etc. <u>Values</u> : self confidence, concentration satisfaction, patience, etc.	Look for pupil's ability to : develop an idea to construct an item. talk intelligently about their work.

PRIMARY 1 TERM 2

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MAKING PICTURES, DRAWING AND COLOURWORK Memory and Imaginative Drawing	The pupil will be able to: 1.1.1 make a picture from memory by composing, drawing and painting	<u>Composing and drawing from memory and painting to make pictures.</u> Familiar events e.g. homes, school, games, sports, festivals. Community e.g. school, market, lorry station, hospital etc. Drama in school or class e.g. during teaching and learning. <u>Tools and Materials</u> pencil, paper, crayons, chalk felt pen, colours etc.	Organise a trip/ walk within the school environment to observe objects, school canteen, playing field, etc. Pupils draw from memory what they observed in the environment Guide pupils to role play or dramatize, some of the events they have seen at e.g. home, sports/games, hospital, festival farm, market etc. Guide pupils to draw or compose and paint picture based on observation/experience on the games field; at the market, etc. NOTE Pupils should be allowed to express themselves freely in memory drawing, composition and colouring <u>Skills:</u> observation, drawing from memory, painting, composing, creativity, self-expression etc. <u>Values:</u> concentration, patience. self-confidence etc.	Is the pupil able to: observe and make, pictures from memory based on the trip? make a picture on a familiar experience? express his/her views about his/her work?

PRIMARY 1 TERM 2

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 PATTERN/PRINT MAKING AND LETTERING. Direct printing	The pupil will be able to: 1.2.1 print images directly from objects and arrange them to form patterns and letters	Direct Printing from surfaces. Making patterns with prints e.g. Side by side arrangements, circular arrangements various line arrangements, etc. <u>Tools</u> : tree bark, thumbs, scrap materials, etc. <u>Materials</u> : paper, card, printing ink, printing paste etc.	Take pupils out to observe the arrangements of things in nature and collect items for direct printing. Mix printing paste and demonstrate finger printing. Pupils to observe and talk about direct printing. Pupils make prints from other objects, e.g. sticks, boxes, containers, pieces of foams, styrofoam, etc. Pupils imagine and plan their arrangement. NOTE Pupils relate to the orderliness of arrangement in nature/the environment e.g. arrangement of leaves on a stalk, arrangement on petals of a flower arrangement of chairs in a classroom Pupils to make patterned prints based on various arrangements and letter forms. Printing ink or paste can be made from: washing blue or suede mixed with water.	Is the pupil able to : make prints from natural and unnatural objects and arrange them to form patterns and letters? compare and state differences and similarities?
Finger printing	1.2.2 create images from prints.	Creating images from finger/toe prints and lines, dots images adding lines, dots, shapes to create images.	Organise thumb/finger printing for pupils to observe what each print looks like. Demonstrate how to change the images by making some extensions on the prints. e g. if a thumb print looks like the body of a bird, draw its beak and tail. Pupils to make prints and use lines, dots, images to create images from them. <u>Skills</u> : self-evaluation, print-making, observing, pattern-making, creativity etc. <u>Values</u> : patience, concentration, independence etc.	Is the pupil able to : make prints from other parts of the body and create images from them?

PRIMARY 1 TERM 2

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 COMPOSITION Improvisation	The pupil will be able to: 2.3.1 produce different sound patterns in his or her environment	Sound exploration <u>Materials :</u> milk tins, drums, bells, castanets, rattles, voices, tables, chairs, etc.	Pupils to imitate and describe the differences in sounds made by birds, animals, etc Pupils to create sound patterns with variety of objects in and around the classroom	Is the pupil able to create his/her own rhythmic pattern on any of the instruments? NOTE: Teacher should control the sound level.
	2.3.2 differentiate between loud and soft sounds	Comparing sounds	Pupils describe and compare the various sound patterns as loud and soft.	Is the pupil able to create sounds depicting loud and soft?
	LISTENING AND OBSERVING 2.3.3 Identify costumes used for different dances, drama and music in the locality.	Observing costumes for various dances, drama and music.	Brainstorm about various dances or events in the locality. Play a video recording of any local ensemble for them to observe or may take pupils out to observe a live performance of a local ensemble. Ask pupils to talk about the costumes used. Let them describe the costume used by choirs and other choral groups. Pupils perform dramatic scenes out of the songs performed. Pupils play the time-line of an indigenous ensemble and accompany it with dancing.	Is the pupil able to comment on costumes as he/she watches either a live or a recorded performance?

PRIMARY 1 TERM 2

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) PERFORMANCE	<p>The pupil will be able to:</p> <p>2.3.4 sing simple and familiar songs accompanying them with dramatic actions.</p>	<p><u>Dramatising</u> Dramatising scenes through singing.</p> <p><u>Drumming</u> playing simple rhythm from a local ensemble.</p>	<p>Pupils perform dramatic scenes out of the songs performed.</p> <p>Pupils play the time-line of an indigenous ensemble and accompanying it with dancing.</p> <p><u>Skills:</u> listening, acting, dancing, creating, dramatising etc.</p> <p><u>Values:</u> Teamwork, self-confidence, contentment etc.</p>	<p>Is the pupil able to dramatize the scene?</p> <p>Is the pupil able to play the time line of the ensemble?</p>

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 WEAVING AND STITCHING Check weaving with 2 strands (over 2 and under 2)	The pupil will be able to: 2.4.1 make an item by weaving.	Making items by weaving over 2 under 2 e.g. place mat table mat, wall mat. <u>Tools:</u> blunt knives and scissors etc. <u>Materials:</u> strands of paper, cards or any suitable materials etc.	Teacher to display materials and revise with pupils, the method of weaving (over one and under one). Demonstrate the skill of weaving over 2, under 2 with paper or any other suitable materials. Guide pupils to weave and talk about the tools material, processes and intended use of the end product. <u>Skills:</u> weaving, cutting, trimming etc. <u>Values:</u> patience, tolerance concentration etc. NOTE: Weaving (over two and under two) creates pattern.	Assignment Pupils to make a woven item for use in the home. Is the pupil able to complete the work? Is the pupil able to talk meaningfully about the work and its uses? Is the pupil able to weave an item with suitable material to fit a purpose?
Plait/twist with 2 strands	2.4.2 demonstrating skills in plaiting/twisting with flexible materials/strands into a rope.	Plaiting with flexible materials. <u>Tools:</u> blunt knives, scissors etc. <u>Materials:</u> fibres from plantain, straw, sisal, pineapple leaves, okro stems, coconut husk, corn shuck.	Guide pupils to explore the nature of materials with their hands and fingers by bending, stretching, twisting and rolling etc. Demonstrate how to twist and plait strands into rope for pupils to practise. <u>Skills:</u> twisting, bending, rolling etc. <u>Values:</u> concentration, patience, discrimination etc.	Assignment Pupils to make at least 30cm long plaited rope each and explain the use.

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 MODELLING AND CASTING Modelling with clay and other materials. Geometric and irregular shapes. Casting from moulds.	<p>The pupil will be able to:</p> <p>2.5.1 make simple items by modelling with geometric and irregular shapes.</p> <p>2.5.2 use a simple mould to cast a form.</p>	<p>Modelling of simple items e.g. using geometric and irregular shapes: big, small, long, thin, flat.</p> <p>Putting shapes into real or abstract items.</p> <p><u>Tools</u>: modelling sticks, etc.</p> <p><u>Materials</u> : clay and other suitable materials etc.</p> <p><u>Casting from simple moulds</u></p> <p><u>Tools</u>: Moulds e.g. calabash, coconut shell, small bowl, plate, machine parts etc.</p> <p><u>Materials</u> : Clay, paper, papier maché etc.</p>	<p>Pupils to find out things made of clay prior to this lesson.</p> <p>Guide pupils to recount and discuss the qualities and uses of clay.</p> <p>Lead pupils to visualise and discuss the items they want to make with clay.</p> <p>Demonstrate various techniques of shaping clay into various shapes e.g.: balls, ropes (sausages), geometric and irregular shapes.</p> <p>Pupils to observe their shapes and create objects from them e.g. bead, butterfly, earring, orange, snake, necklace, meat pie, radio, shoe, musical instrument, etc.</p> <p>Pupils to display their work and appreciate them.</p> <p>Display and guide pupils to identify, observe, examine, touch, smell, lift and discuss the tools and materials.</p> <p>Assist pupils to discuss the purpose of casting.</p> <p>Demonstrate how to cast and finish simple forms with the help of a mould and, clay/paper/papier maché.</p> <p>Guide pupils to cast in groups and explain the process.</p> <p><u>Skills</u>: casting, shaping, creativity, manipulation, critical thinking etc.</p> <p><u>Values</u>: team work, concentration, cooperation etc.</p>	<p>Assignment Pupils to find out how clay objects can be made to last long and report for discussion.</p> <p>Assignment Pupils to make items to be presented as birthday gifts to their friends.</p> <p>NOTE Look for originality, creativity, problem-solving skills, etc.</p> <p>Assess pupil's ability to cast and finish a form and describe it.</p>

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 CONSTRUCTION ASSEMBLAGE AND PAPERWORK Cutting, wrapping and glueing, etc.	The pupil will be able to: 2.6.1 construct and assemble simple items with basic skills.	<u>Constructing and assembling with basic skills</u> : Cutting, joining/gluing, wrapping, etc. <u>Tools</u> : blunt, knives, scissors etc. <u>Materials</u> : paper, card, gloy/glue scrap packages, fabric, wood leather etc. Items to be produced: toy bag musical instruments, real, geometric or abstract forms.	Guide pupils to discuss the process of cutting and joining materials into a form. Pupils to visualize what they can make by cutting and joining/gluing of materials. Demonstrate basic skills in constructing and assembling an item by cutting and joining for pupils to practise individually or in group projects. <u>Skills</u> : cutting, joining, gluing, wrapping Tying etc. <u>Values</u> : self-confidence, team work perseverance etc.	Individual Assignments Pupil to construct and assemble a simple item by joining or tying. Each pupil to explain his/her work and its uses. Projects Pupils in groups construct and assemble an item to decorate their classroom. Is the pupil(s) able to show: self-confidence? team-work? perseverance?

PRIMARY 1 TERM 3

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MAKING PICTURES DRAWING/COLOUR WORK Object Drawing	The pupil will be able to: 1.1.1 draw and paint an object from observation.	Drawing and painting objects from observation. Objects – natural and man -made e.g. toys, bags, shoe, fruits. <u>Tools and Materials</u> paper, colours, crayons, brushes containers for mixing colours etc. card, pencil etc.	Organise and display objects for pupils to observe and point out the characteristics e.g. or shape, colour texture, size, height, etc. Allow pupils to touch, press, lift and feel objects with their senses. Let pupils observe and draw an object placed in front of them. Encourage pupils to draw boldly according to what they have seen. Guide pupils to paint the drawn objects. Encourage independence work. <u>Skills:</u> drawing, painting/colouring, observation, perceiving etc. <u>Values:</u> self confidence, truthfulness, honesty etc.	Is the pupil able to: observe and point out characteristics of objects? draw the objects boldly as he/she has observed? appreciate and express his/her views about his/her work? Work independently without copying?

PRIMARY 1 TERM 3

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 PRINTMAKING PATTERNMAKING AND LETTERING Direct Printing	The pupil will be able to: 1.2.1 make prints directly from objects and use them to create patterns.	Making direct prints from objects. <u>Tools</u> : brushes, leaves, twigs, buttons, cut fruits and vegetables, oranges, okro, onion, cut stalks and stems e.g. pawpaw, banana, etc. <u>Materials</u> : paper, printing paste.	Guide pupils to identify and collect objects suitable for printing. Pupils observe features about shapes and surfaces of objects. Discuss methods of arranging motifs to build patterns. Demonstrate printing by applying printing paste to the surface of the object and making prints. Guide pupils to plan their designs/ arrangements on paper before printing. Guide pupils to print motifs using various methods of arrangement e.g. side by side, circular, spiral. Pupils display their work and appreciate them. <u>Skills</u> : print-making, pattern-making, observing, planning, critical thinking, problem-solving etc. <u>Values</u> : patience, concentration, orderliness, self-confidence etc.	Is the pupil able to: identify the characteristics of suitable surfaces for printing? apply pressure on objects to obtain even prints? create patterns with his/her prints?

PRIMARY 1 **TERM 3**

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3	The pupil will be able to:			
PERFORMANCE	2.3.1 Play the time-line of a local ensemble.	Playing the time-line of an ensemble.	Teacher guides pupils to play the time-line of a local ensemble	Is the pupil able to:
Drumming		Instruments in set up in local ensemble.	Pupils discuss the names and the number of instruments used.	a. listen to different local ensemble and play back the time line?
		<u>Materials:</u> bells, drums, rattles etc.	NOTE: Encourage pupils to concentrate on the rhythms they play on their instruments.	b. concentrate on the rhythm he/she plays on his/her instrument?
Dancing	2.3.2 perform basic movement patterns from dances in the locality.	Performing basic movement patterns.	Pupils sing songs from the locality as well as other popular songs and accompany the singing with dancing and other movement.	Is the pupil able to :
		Dancing Skills – leg and arm movements.		perform basic movements of a local dance type to go with the time – line played by the teacher or pupil? (Ensure fluency)
		<u>Materials</u> Drums, shakers, bells etc.	Teacher performs a dance pattern from a local dance type.	concentrate on the rhythm on his/her instrument?
			Pupils to imitate teacher's movement pattern. (a) leg (b) arm	

PRIMARY 1 TERM 3

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D)	The pupil will be able to :			
LISTENING AND OBSERVING	2.3.3 create his/her own sound games	Creating sound games <u>Materials/Instruments:</u> drums, bells, audio cassette and player, castanets etc.	Pupils to listen to different sounds. Let pupils compare and describe differences in the sounds made by the different objects found in and around the classroom. Pupils to create sound games with sounds heard so far. <u>Skills:</u> listening, observing, discriminating, creating, responding etc. <u>Values:</u> Self-confidence, tolerance, independence, resourcefulness etc.	Is the pupil able to: a. create sound games independently? b. appreciate others' sound games? c. show confidence? Are sound patterns unique?
COMPOSITION (Improvisation)	2.3.4 create rhythmic patterns to known songs.	Creating rhythm to accompany known songs. <u>Materials:</u> drum, bell, castanet etc.	Pupils sing a known song of their choice. Guide pupils to create a time-line for the song. Guide pupils to create rhythmic patterns to accompany the singing.	Is the pupil able to play the time line consistently? Are the rhythmic patterns original?

PRIMARY 1 TERM 3

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 WEAVING AND STITCHING	<p>The pupil will be able to:</p> <p>2.4.1 make a plain weave with yarns on card loom.</p>	<p>Weaving on card loom with yarns.</p> <p><u>Tools</u>: scissors, knife.</p> <p><u>Materials</u>: paper, card, yarns, fibre, cord.</p>	<p>Discuss the concept of weaving and identify woven items e.g. fan, fabric.</p> <p>Assist pupils to identify materials for weaving and the two main strands i.e.: the weft and warp.</p> <p>Guide pupils to construct their card looms and to warp the loom with strands.</p> <p>Demonstrate how to design and weave on the card loom with weft yarns.</p> <p>Pupils to practise plain weave by applying skills in paper weaving.</p> <p>Pupils to weave with coloured and uncoloured strands.</p> <p><u>Skills</u>: cutting, measuring, wrapping (laying of warp), designing, following procedure and appreciation etc.</p> <p><u>Values</u>: sharing willingly, tolerance, patience concentration etc.</p>	<p>Project Pupils to weave items to be given to their parents.</p> <p>Is the pupil able to : construct a card loom and weave on it? weave well?</p>

PRIMARY 1 TERM 3

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 MODELLING AND CASTING	<p>The pupil will be able to:</p> <p>2.5.1 cast simple forms with suitable materials e.g. clay and wax.</p>	<p>Casting with suitable materials.</p> <p><u>Materials</u> : wax, clay, banku, gari, soap, etc</p> <p><u>Tools</u>: clay mould, other moulds e.g. objects of various shapes, empty forms empty containers, sand, fire etc.</p>	<p>Organise pupils to fill containers with wet sand.</p> <p>Demonstrate how to create a hollow mould in the wet sand by pressing on object into it and removing it.</p> <p>Melt some wax and pour into the hollow sand mould to cast the shape in wax.</p> <p>Group pupils to create their own hollow mould and cast with wax, clay slip(liquid).</p> <p>Display works for appreciation and assessment.</p> <p><u>Skills</u>: moulding, casting, observation, understanding the nature of materials, creativity etc.</p> <p><u>Values</u> : concentration, carefulness, self-confidence etc.</p>	<p>Assignments Pupil to search for casting materials and bring to school for experiments in casting. e.g. hollow tubes-bamboo, pawpaw stalks</p> <p>Is the pupil able to cast an object with suitable materials and explain the process?</p>

PRIMARY 1 TERM 3

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 (CONT'D) MODELLING AND CASTING	<p>The pupil will be able to:</p> <p>2.5.2 model simple objects from memory.</p>	<p>Modelling from memory</p> <p>Modelling of things pupils are familiar with, e.g. fruits, vegetables, building.</p> <p><u>Tools</u> – modelling sticks (flat pieces of wood, plastic knife etc)</p> <p><u>Materials:</u> clay, play dough, etc.</p>	<p>Guide pupils to discuss food items that they are familiar with.</p> <p>Pupils to describe the characteristics of the items from memory</p> <p>Pupils to model the items and talk about the characteristics and uses e.g. round, rough, smooth, green; for making soup, pepper, etc.</p> <p><u>Skills:</u> modelling, translating ideas, forms manipulation, appreciation etc. <u>Values:</u> Patience, tolerance, self-confidence etc.</p>	<p>Pupils to: model a fruit/vegetable and describe it.</p> <p>Is the pupil able to demonstrate skills in modelling and appreciation?</p>

PRIMARY 1 TERM 3

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 CONSTRUCTION/ ASSEMBLAGE AND PAPERWORK	<p>The pupil will be able to :</p> <p>2.6.1 make a decorative room item by using regular or irregular shapes.</p>	<p>Making a decorative room item by using regular or irregular shapes.</p> <p><u>Tools:</u> scissors/cutter etc.</p> <p>Materials: paper, card, adhesive gloy/glue, scrap fabric etc.</p>	<p>Guide pupils to examine, touch and feel the materials to determine their characteristics.</p> <p>Lead pupils to express themselves verbally about their characteristics and how to cut and put them into shapes.</p> <p>Lead pupils to pre-image and discuss what they can create and hung or put somewhere to decorate a room.</p> <p>Demonstrate how to cut, fold and join regular and irregular shapes to make an item and decorate it.</p> <p>Pupils to display their works and appreciate them.</p> <p><u>Skills:</u> cutting, joining, folding, tying etc.</p> <p><u>Values:</u> patience, concentration, obedience, self-control, , discipline etc.</p>	<p>Is the pupil able to make an item using the requisite skills and appreciate it?</p>

PRIMARY TWO

General Objectives for Performance, Composition and Two and Three- Dimensional Creative Art Activities for Primary Two. It is expected that by the end of the Year, the pupils will:

1. be aware of the basic characteristics and use of materials, tools/instruments for performing two and three- dimensional creative art activities.
2. acquire basic skills in manipulating selected materials and tools/instruments to create through various performance, composition and two and three-dimensional activities.
3. appreciate and enjoy beauty in the creative arts in the natural and man-made environment.
4. acquire basic skills in responding to Creative Arts products.

PRIMARY 2 TERM 1

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MAKING PICTURES DRAWING/COLOUR WORK	<p>The pupil will be able to:</p> <p>1.1.1 make a picture from memory by composing, drawing and painting.</p>	<p><u>Memory drawing/composing and Painting</u></p> <p>Composing and drawing from memory and painting to make a picture based on familiar events e.g. home, school, sports, games, festivals, community, hospital, market etc. drama in class on topical issues HIV/AIDS Child abuse etc.</p>	<p>Organise a walk around the school environment and beyond for pupils to observe familiar activities e.g. the, people at games, worship/assembly, and health centre/ clinic, local market, lorry station, etc.</p> <p>Pupils to draw from memory things observed.</p> <p>Guide pupils to make a picture by drawing and composing from memory based on the above activities.</p> <p>NOTE: Allow pupils to express themselves freely in memory drawing.</p> <p>Lead pupils to discuss issues based on observation.</p> <p>Guide pupils to appreciate and appraise their work.</p>	<p>Are the pupils able to draw and paint from:</p> <p>things they have observed within the school, environment from memory?</p>
	<p>1.1.2 draw and paint from imagination to express ideas and feelings.</p>	<p><u>Imaginative Drawing</u></p> <p>Expressing feelings and ideas based on stories and events, travels that have NOT been undertaken before through imaginative drawing and painting future events and desires/ dreams e.g. career, house, car ,aeroplane, farm, problems with development (illiteracy, disease, war, population) etc.</p>	<p>Narrate or role-play ideas as stated in the content through questions and answers.</p> <p>Guide pupils to discuss and visualize (see with their minds eye) characters, scenes, objects and places mentioned in the stories or events, REMEMBER – these are dreams and projections into the future.</p> <p>Assist pupils to draw and paint pictures from their imagination expressing their dreams, feelings, ideas and understanding about stories and problems in the content.</p>	<p>Is the pupil able to:</p> <p>draw and paint to express their ideas, feelings and understanding about his/her future career, car, home, house, aeroplane etc?</p>

PRIMARY 2 TERM 1

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) MAKING PICTURES DRAWING/COLOUR WORK		<p>display pupils work for a thorough discussion through questions and answers e.g. what activities do you see in Kwabena Mensah's picture?</p> <p><u>Tools and Materials</u> paper, brush, chalk, crayon, pen, pencil, paint etc.</p>	<p><u>Skills</u> Observing, drawing, identification of tools and materials, painting, pre-imaging/ visualising, communicating, translating ideas into visual forms, creativity, etc.</p> <p><u>Values:</u> understanding, self-confidence, independence etc.</p>	

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SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 PATTERN MAKING PRINT MAKING AND LETTERING	<p>The pupil will be able to:</p> <p>2.1.1 draw dots, lines and shapes on folded paper to create patterns.</p>	<p>Drawing and arranging elements to form patterns e.g. dots, lines and shapes.</p> <p><u>Tools:</u> pencil, pen, felt pen, marker, brush etc.</p> <p><u>Materials:</u> paper, paint, powder colour, washing blue, suede, dye etc.</p>	<p>Demonstrate paper folding as follows:</p> <p>Crease the paper and fold it into two.</p> <p>Crease and fold it again.</p> <p>Make two concertina folds on the long side of the folded paper.</p> <p>Lastly, fold it across diagonally.</p> <p>Open it out and let pupils observe the shapes created by the folds and draw lines to highlight the squares rectangles and triangles.</p> <p>Guide pupils to use lines, dots, shapes to fill them in pencil, pen, crayons or paint or in any combination.</p> <p>Encourage pupils to use both the tip and side of tools.</p> <p>Organise appreciation by allowing pupils to observe their work and talk about them freely and willingly.</p> <p><u>Skills</u> : folding, creasing, observing, drawing, designing, appreciating, creativity, self-expression, discriminating, following procedure etc.</p> <p><u>Values:</u> independence, self-confidence, concentration etc.</p>	<p>Teacher to look for: orderliness, balance and ability to use the elements of design e.g. dots, lines shapes.</p>

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SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D)				
PULLED STRINGS PATTERN	<p>The pupil will be able to:</p> <p>2.1.2 make patterns using strings and colour.</p>	<p>Making pulled string patterns.</p> <p><u>Tools</u>: containers for mixing colour, palette, brush etc.</p> <p><u>Materials</u>: colour, paper, paste, ink etc.</p>	<p>Demonstrate the pulled string pattern making process for pupils to observe as follows:</p> <p>Dipping string in colour/paint</p> <p>Holding the two ends, arranging it on one half of the paper and folding the other half over it. Pressing it down firmly with one hand.</p> <p>Pulling the string gently with the other hand. Opening the fold to show the pattern.</p> <p>Pupils discuss what they observe.</p> <p>Guide pupils to make pulled string patterns and discuss their possible uses e.g. book cover, wrapper, table cloth etc.</p> <p>Pupils appreciate and appraise their works.</p>	<p>Is the pupil able to: arrange string, press paper firmly and to pull to create a variety of shapes?</p> <p>suggest possible uses of the pulled string/pattern?</p> <p>identify some images in the pattern?</p>
Colour dabbing	<p>2.1.3 make patterns using the dabbing and stenciling techniques</p>	<p>Making patterns by dabbing and stenciling.</p>	<p>Demonstrate stenciling, dabbing with crumpled paper by dipping it in the colour and discuss with pupils the possible uses.</p> <p>Guide pupils to make patterns by stencilling and dabbing for intended uses e.g. book jacket, apron, table cloth, greeting cards. Pupils display their works and appreciate them.</p> <p>NOTE: Items made by pupils from various print and pattern making activities, can later be used for making decorative mobiles, folders, books, packages etc</p> <p><u>Skills/Values</u>: designing/making patterns, appreciation, self-evaluation, self-confidence etc.</p>	<p>Is the pupil able to press paper firmly to make a printed pattern?</p> <p>Assignment Pupils make several prints in any suitable arrangement using other suitable materials for class discussion.</p>

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 COMPOSITION Improvisation. (creating rhythms)	The pupil will be able to: 3.2.1 create different rhythmic patterns.	<u>Creating rhythms through sound exploration</u> Creating rhythms with available materials/instruments. <u>Materials/Instruments:</u> clappers, beads, bamboo sticks, bells, drums etc	Pupils to name and identify musical instruments used in their locality Pupils to listen to and determine different sounds from different musical instruments e.g. shakers, bells, drums and atenteben. Pupils create their own rhythm to accompany activities such as marching and running using the available materials.	Is the pupil able to create variety of rhythmic patterns and levels of sound?
	3.2.2 make their own musical instruments.	<u>Construction of musical instruments</u> <u>Materials/Instruments:</u> bottle tops, bean bags, beads, bamboo sticks, empty tins, polythene sheets, thread, rubber bands etc.	Pupils to design and make their own musical instruments from materials in their locality.	Is the pupil able to perform variety of rhythmic patterns in music with the constructed instruments?

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D)	The pupil will be able to:			
PERFORMANCE	3.2.3 perform basic movement patterns from dances in the locality.	<p><u>Performing basic dance/movement patterns</u></p> <p>Dancing Skills- leg, arm and head movements.</p> <p><u>Materials Instruments:</u> drums, castanets etc.</p>	<p>Pupils perform simple movement patterns from known dances.</p> <p>Pupils create simple movement patterns to go with the dance.</p>	Is the pupil able to create a dance pattern?
LISTENING AND OBSERVING	3.2.4 use dancing space effectively.	Use dancing space.	<p>Pupils to explore different kinds of jumping e.g. hopping, skipping in the use of the dancing space.</p> <p><u>Skills:</u> dancing self-assessment, dancing constructing etc.</p> <p><u>Values:</u> contentment, self-confidence etc.</p>	

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT 4	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 WEAVING AND STITCHING Plaiting three strands.	The pupil will be able to: 2.4.1 plait and finish an item using three(3) strands into a rope.	Plaiting with three strands. <u>Materials</u> flexible strands, e.g. cord, fibre, paper, leaves from fan and date palms, raffia, screw pine, banana, pineapple, sisal, kenaf, fibres, colour/dye (suede) etc. <u>Tools:</u> knife, scissors etc.	Organise pupils to examine the materials to determine their characteristics e.g. soft, hard, thin, flat, round, thick, plastic, brittle etc. Discuss uses of plaited items. Demonstrate how to plait and finish with 3 strands using coloured or uncoloured or combination of materials. Pupils to choose a material and plait with three (3) strands carefully and diligently. Pupils to display their work and talk about the qualities of the finished items, texture, beauty, firmness etc. <u>Skills:</u> Plaiting, use of correct judgment to choose materials finishing, creativity, discrimination, creativity, self analysis/assessment etc. <u>Values:</u> Patience, concentration, tolerance etc.	Is the pupil able to plait with 3 strands into a rope of about 30 cm? Assignment Pupils to find out about other flexible materials in the environment and report in class e.g. name, location, uses.

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) WEAVING AND STITCHING	The pupil will be able to;			
	2.4.2 hold a needle and thread it correctly.	<u>Holding, needle and threading</u> <u>Tools/Materials</u> : thread, tape measure, needle, fabric – (check) etc.	Brainstorm and discuss the process of making an article or arrangement. Pupils identify tools and materials used in sewing e.g. needle, sewing machine, thread.	Is the pupil able to hold the fabric, needle and thread correctly?
	2.4.3 hold fabric correctly for sewing.	Holding the fabric correctly for sewing.	Demonstrate the correct way of holding fabric, needle and threading needle and taking it through a fabric. Guide pupils to practise holding fabric and threading needle. Encourage pupils to concentrate on their work as well as being careful. NOTE: Stress on safety measures in the use of tools and materials.	
	2.4.4 measure and fringe the edges of his/her material.	<u>Measurement and fringing the edge of materials.</u> <u>Tools/Materials:</u> tape measure, fabric etc.	Assist pupils to measure 5 cm from the edge of fabric and fringe the edges. <u>Skills:</u> measuring, threading, identification etc. <u>Values:</u> concentration, patience, obedience, respect for rules and regulations etc.	Is the pupil able to measure accurately?

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 MODELING AND CASTING	<p>The pupil will be able to:</p> <p>2.5.1 model an item from imagination.</p>	<p><u>Modelling from imagination.</u></p> <p>Items from imagination based on future possessions e.g. my future car, house, mobile phone, computer, musical instrument (piano, drum, guitar, trumpet) etc.</p> <p><u>Tools:</u> modeling tools (flat sticks, plastic knives) etc.</p> <p><u>Materials:</u> clay, play dough, papier mache etc.</p>	<p>Discuss with pupils their desires and tastes for future wants or possessions.</p> <p>Allow pupils to pre-image visualise e.g. the design, shape or texture, size, form, colour characteristics of what they want to possess.</p> <p>Pupils to translate their ideas into a form or an object by modeling.</p> <p>Pupils to talk about their work during and after the modelling e.g. use of item, features, difficulties encountered.</p> <p><u>Skills:</u> Pre-imaging, visualising, modeling, self-expression, self-evaluation, visual communication, translation of ideas into visual forms, creativity, critical thinking, etc.</p> <p><u>Values:</u> Concentration, self-reliance, independence, individualism etc.</p>	<p>Is the pupil able to model an item showing use of imagination, originality and translation of ideas into visual forms?</p>

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 CONSTRUCTION, ASSEMBLAGE AND PAPERWORK	<p>The pupil will be able to:</p> <p>2.6.1 make a musical mobile by constructing and assembling variety of materials.</p>	<p>Making of musical mobiles.</p> <p><u>Materials:</u> scrap paper, card, plastics, wood, metal, foam, empty packages, tins, colour, wire, string, twine, glue/adhesive, bottles etc.</p> <p><u>Tools:</u> knife, scissors etc.</p>	<p>Organise the collection and storage of the materials prior to the lesson.</p> <p>Discuss the idea of musical mobile and how it works. Show an example or illustration if possible.</p> <p>Organize pupils in groups to select from the materials collected.</p> <p>Pupils to test and examine their characteristics for making a musical mobile.</p> <p>Pupils to visualize, design and make their own musical mobiles in groups and display them for appreciation.</p> <p><u>Skills :</u> construction, assemblage, visualising, composing, appreciation, listening, observation, cutting, joining, folding, colouring, sharing, ideating, creativity etc.</p> <p><u>Values:</u> sharing, co-operation, team work/spirit, tolerance etc.</p>	<p>Is the pupil able to create a musical mobile by construction and assemblage and explain the process?</p> <p>Project: Pupils in groups, design and make an item by construction and assemblage for a farmer to scare crows, rodents etc.</p>

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SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MAKING PICTURES DRAWING/COLOUR WORK Outline drawing	The pupil will be able to: 1.1.1 draw the outline of objects.	<u>Outline Drawing</u> Outline drawing of e.g. leaf, orange, bowl, toy car, head; objects of basic shapes, squares, circles, rectangles etc. <u>Tools:</u> brushes, palettes etc. <u>Materials:</u> pencils, pens, brushes, colour, paper, card etc.	Display various collections of objects over a period of time. Pupils observe and discuss the characteristics of the objects. Teacher demonstrates the outline drawing of objects. Guide pupils to select shapes and objects and draw the outlines e.g. pawpaw leaf, a mango, a pencil a square box. Encourage pupils to draw boldly to fill the picture plane(area). Guide pupils to display their work for discussion, appreciation and appraisal. <u>Skills</u> : drawing, observation, evaluation, composing, concentration and analysis etc. <u>Values:</u> self-confidence, diligence etc.	Is the pupil able to draw the outline of single object; two, three or more objects? Assignment Pupils to compose a few different shapes or objects and draw the outline using different colours. Is the pupil able to: (a) draw boldly to fill the picture space? (b) draw in single line?

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SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 PATTERN MAKING PRINTMAKING AND LETTERING Monoprints	The pupil will be able to: 1.2.1 make patterns using the monoprinting technique.	<u>Using mono prints to form patterns</u> <u>Tools</u> ; piece of flat wood/board or glass, roller or spreader e.g. ruler, knife. <u>Materials</u> : paper, oil paint, powder colour, poster colour, washing blue or suede, etc.	Assemble tools and materials for the work. Review work on pulled string and dabbing, pattern making. Demonstrate monoprinting technique. Guide pupils to pre-image and create their own patterns using the monoprinting technique. . Pupils to display their work and appreciate them. <u>Skills</u> : pre-imaging, drawing, arrangements into patterns, printing, 2-dimensional thinking, critical thinking etc. <u>Values</u> : concentration, self-confidence, patience etc.	Is the pupil able to: draw patterns on the inked board/glass? create images on his/her paper when printing?

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 COMPOSITION Improvisation	The pupil will be able to: 2.3.1 use his/her imagination to create different movement patterns.	<u>Creating variations in movement patterns.</u> <u>Materials/Instruments</u> skipping ropes, drums etc.	Engage the pupils in activities like marching, walking, running, bending etc. Pupils combine known movement patterns to create new ones.	Is the pupil able to use his/her imagination to combine known movement and to create new ones?
	2.3.2 create movement patterns to a given melodic or rhythmic pattern.	Creating movement patterns to a given melodic rhythmic pattern.	Pupils to explore different kinds of jumping, e.g. hopping, skipping and describe the differences in the jumps. Support pupils with a melodic rhythmic pattern for them to jump, hop, skip, gallop, leap, etc Pupils to create their own rhythmic patterns and perform simple movements to go with them.	Is the pupil able to create movement patterns to a given rhythmic pattern?

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D)	The pupil will be able to :			
LISTENING AND OBSERVING	2.3.3 suggest costumes used for different dances, drama and musical events.	<p><u>Suggesting costume for various dances, drama and music.</u></p> <p>Differentiating between costumes for various dances, drama and music.</p> <p><u>Materials:</u> different kinds of costumes, pictures, TV sets etc.</p>	<p>Pupils to describe the types of costumes used for different dances, drama and music.</p> <p>Pupils create stories and suggest costumes for the characters in the story.</p> <p>Pupils to give reasons for the choice of costumes.</p> <p>NOTE: Teacher to bring examples of costumes or pictures of costumes.</p>	<p>Is the pupil able to:</p> <p>suggest appropriate costumes for different dances, drama and music?</p> <p>give reasons for their choice?</p>
PERFORMANCE	2.4.2 Play simple rhythms from music of ensemble in the locality.	Acquiring Instrumental skills.	<p>Pupils play time-lines and supporting drums of local musical types in the locality.</p> <p>NOTE: Teacher to encourage pupils to use paper drums, empty tins, pawpaw stalks, bamboo sticks, etc.</p> <p><u>Skills:</u> creating, critical thinking, problem solving, drumming, singing, dancing, performing/acting, etc.</p> <p><u>Values:</u> self-confidence, self-discipline, respect etc.</p>	Is the pupil able to play time-line and supporting drums of local musical type?

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 MODELLING AND CASTING	<p>The pupil will be able to:</p> <p>2.5.1 model human and animal forms.</p>	<p>Modelling animals and human forms.</p> <p><u>Tools:</u> modelling tools (pieces of flat wood) etc.</p> <p><u>Materials:</u> clay, papier maché etc.</p>	<p>Lead pupils to observe and recall from memory the main parts of human and animal e.g. head, arm/limbs, legs, foot, chest, belly, tail, neck, nose, eyes.</p> <p>Demonstrate the process of modeling by adding materials in bits e.g. clay.</p> <p>Pupils to practice modeling their favourite pet/domestic animal.</p> <p><u>Skills:</u> observation, modeling, translating an idea from memory into a 3-dimentional objects etc.</p> <p><u>Values:</u> patience, concentration, self-confidence etc.</p>	<p>Project Pupils to model their favourite singer actor/actress or dancer as project and talk about it.</p>

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
UNIT 6 CONSTRUCTION ASSEMBLAGE AND PAPERWORK Decorative wall clocks	The pupil will be able to: 2.6.1 make a decorative toy or item by construction and assemblage.	<u>Making a decorative toy item or construction and assemblage wall clock.</u> clock with e.g. irregular/animal, plant, shapes with decorations. <u>Tools:</u> knife, scissors etc. <u>Materials:</u> card, paper, string, wire, colour, glue/adhesive, fibre etc.	Lead pupils to discuss the features and function of wall clocks. Pupils to brainstorm and imagine a wall clock that is not common because of its unusual shape and decorative features. Allow pupils to visualize/pre-image their clocks and determine its features, and make preliminary drawings. Group and guide pupils to apply various skills in construction and assemblage to make a wall clock according to their preliminary drawing/ideas to decorate the head teacher's office. Pupils to display and appreciate their work. <u>Skills:</u> pre-imaging, visualizing, construction, cutting, joining, lettering, painting, decoration, creativity, critical thinking etc. <u>Values:</u> concentration, tolerance, teamwork, sharing etc.	Assignment Groups to apply skills to make a decorative wall mask as project work.

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SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
UNIT 1 MAKING PICTURES DRAWING/COLOUR WORK Colour mixing and application	The pupil will be able to: 1.1.1 mix and paint pictures with colours which match with colour of natural and man-made objects.	<u>Colour mixing and painting to match with colour of natural and man-made objects.</u> Mixing colours. Drawing and painting pictures with the mixture of colours. <u>Tools:</u> brushes, containers for mixing colours etc. <u>Materials:</u> colours, paper, crayons, card etc.	Display objects in various colours and discuss primary colours. Assist pupils to discuss the result and match them with natural or man-made objects e.g. green – some leaves-kontomire Red + Blue = Violet Blue + Yellow = Green Red + Yellow = Orange Let pupils draw, mix and paint pictures of real objects and shapes. Pupils exhibit and discuss their work through questions and answers. <u>Skills :</u> colour mixing, identification and application etc. <u>Values:</u> contentment, self-confidence, tolerance, patience, appreciation etc.	Is the pupil able to: mix colours and match them with colour of known objects? paint pictures based on ideas and topics using mixed primary colours?

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SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 PATTERNMAKING PRINTMAKING AND LETTERING	<p>The pupil will be able to:</p> <p>1.2.1 make prints and pattern with a variety of techniques</p>	<p>Forming letters using basic letter strokes e.g. vertical, horizontal, diagonal and curved.</p> <p style="text-align: center;"> _ / \ ()</p> <p><u>Tools:</u> crayons, pen, pencil, markers, bamboo stick pen, cotton, fabric, foam etc.</p> <p><u>Materials:</u> suede dye, paper, card, water based paint, chalk etc.</p>	<p>Guide pupils to identify and discuss letters and their characteristics.</p> <p>Pupils to group letters according to their characteristics.</p> <p>Demonstrate how to write some letters accurately.</p> <p>Pupils to do free hand lettering using the basic letter strokes.</p> <p><u>Skills:</u> Identifying, grouping, differentiating, lettering, observing etc.</p> <p><u>Values:</u> concentration, self-confidence, self-expression etc.</p>	<p>Is the pupil able to:</p> <p>Identify different characteristics of the letters?</p> <p>use the basic letter strokes to form letters accurately?</p> <p>Assignment Pupils to write messages on personal hygiene, sanitation, HIV, AIDS, road safety, child abuse and trafficking etc.</p>

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
UNIT 3 PERFORMANCE Story telling Singing	The pupil will be able to: 2.3.1 create and narrate his or her own story from a given theme. 2.3.2 sing simple and familiar songs.	<u>Story telling based on a given theme.</u> Using singing voice. <u>Materials/Instruments:</u> drums, bells, clappers. Listening to and analysing observing artistic performances <u>Materials/ Instruments</u> record player, cassette, bells clappers etc.	Teacher narrates a story to pupils based on a theme e.g. tolerance, calmness and patience. Teacher encourages pupils to create stories based themes like sincerity, humility, honesty, etc. Teacher helps pupils to dramatise the story told in groups. Pupils sing traditional or contemporary popular songs from the locality and accompany the singing with: a) available instruments, b) dancing and other body movements. Teacher plays pieces of music for pupils to identify specific instruments such as: a) bass guitar, bass drum etc. in a highlife piece, b) individual vocal parts in a gospel song. Teacher performs basic movements from different Ghanaian dances and asks pupils to identify the type of dance. Teacher puts class into four groups and guides each group to create a contrasting rhythm to a given one. Each rhythmic pattern may be represented by symbols, e.g. Δ, □, ◇, ○	Assignment Pupils create and narrate their own stories based on a theme to be given by teacher. Is the pupil able to sing a song from the locality? Is the pupil able to identify musical instruments from recordings? Is the pupil able to identify the rhythmic patterns played on each of the instruments in an ensemble from the locality?

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) COMPOSITION Improvisation	The pupil will be able to: 2.3.4 improvise contrasting rhythmic patterns to a known pattern.	Creating contrasting rhythmic patterns. <u>Materials/Instruments</u> drum sticks, castanets, bell etc.	Each group their pattern after the given rhythm. The resulting pattern may be represented graphically on the chalk board. <u>Skills:</u> listening, singing, dramatizing, critical thinking, Identification, dramatization, creativity, discriminating, analyzing etc. <u>Values:</u> concentration, self-confidence etc.	Is the pupil able to suggest ideas for varying the rhythmic pattern?

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) WEAVING AND STITCHING Coiling, plaiting and stitching.	The pupil will be able to: 2.4.2 make a place mat from a plaited.	<u>Making a place mat by e.g. coiling, glueing/stitching</u> <u>Material:</u> plaited material, glue, adhesive, thread, etc. <u>Tools:</u> knife, scissors etc.	Review the skill on plaiting with 2 and 3 strands and make previously plaited rope available. NOTE This activity should be preceded by a lesson on plaiting with 2 or 3 strands and basic gluing and stitching skills. Discuss the use of place mats using samples or illustration. Demonstrate how to make a place mat by coiling, gluing/ stitching. Allow pupils to visualize different shapes they want to create. Guide pupils to make their own place mats and talk about them. <u>Skills:</u> plaiting, coiling, gluing, stitching, shaping, visualising, creativity, self-expression etc. <u>Values:</u> patience, concentration, self-confidence etc.	Assignment Pupils to make plaited mats with 3-ply rope or any suitable material. Is the pupil able to make a place mat tightly and correctly using appropriate skills and materials?

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 MODELING AND CASTING	<p>The pupil will be able to:</p> <p>2.5.1 model objects based on a theme.</p>	<p><u>Modelling based on themes e.g. eating, sleeping , dancing, drumming.</u></p> <p><u>Tools:</u> modelling tools.</p> <p><u>Materials:</u> clay, papier maché, play dough etc.</p>	<p>Guide pupils to brainstorm and discuss various themes of interest and within their experience.</p> <p>Pupils to act or pose and pre-image some of the activities based on various themes.</p> <p>Guide pupils to express themselves by modelling objects based on the themes.</p> <p><u>Skills:</u> pre-imaging, acting, visualizing, modeling, self-expression, observation, critical thinking.</p> <p><u>Values:</u> patience, tolerance etc.</p>	<p>Assignment Pupils to model an object based on a theme and express their feelings/thoughts about it.</p> <p>Is the pupil able to model to depict a theme?</p> <p>Is the pupil able to talk meaningfully about his/her work?</p>

PRIMARY 2 TERM 3

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 CONSTRUCTION ASSEMBLAGE AND PAPERWORK	<p>The pupil will be able to:</p> <p>2.6.1 design, make and decorate items with appropriate tools materials and techniques.</p>	<p>Making a decorating item with appropriate techniques e.g. a kite</p> <p><u>Tools</u>: cutting tools e.g. knife, scissors, adhesive e.g. glue, brush etc.</p> <p><u>Materials</u>: card, wire, tread, paper, colour, crayon, glue etc.</p>	<p>Lead pupils to discuss the features of a kite and tools and materials required.</p> <p>Pupils to examine samples of a kite if possible.</p> <p>Pupils to pre-image a kite which is decorative and different from all other kites e.g. shape, colour, patterns, size.</p> <p>Demonstrate how to make a kite for pupils to observe.</p> <p>Pupils to design and make their own kites using suitable materials, techniques, tools and their own ideas.</p> <p><u>Skills</u>: pre-imaging, visualizing, making, self-expression, observing, constructing, assembling, designing, creating etc.</p> <p><u>Values</u>: self-confidence, perseverance etc.</p>	<p>Project Pupils to design make and decorate kites in small groups for a kite fair by construction and assemblage.</p> <p>Apply knowledge and skills in making kites to make a decorative toy birds (in flight).</p>

PRIMARY THREE

General Objectives for Performance, Composition Two and Three- Dimensional Creative Activities for Primary Three. It is expected that by the end of the Year the pupils will:

1. develop ideas and talk about their experience of working with materials, tools/instruments and basic elements of visual and performing arts.
2. develop the ability to perform simple tasks in creative arts by following rules and procedures correctly.
3. appreciate the importance of listening, observing and pre-imaging in creating through performance, composition two and three-dimensional activities.
4. respond to their own or other creative work in simple terms.

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MAKING PICTURES DRAWING/COLOUR WORK Drawing and colour work.	The pupil will be able to: 1.1.1 draw and paint from imagination to express ideas and feelings.	<u>Expressing feelings and ideas through imaginative drawing and painting based on themes</u> e.g. events, stories, dreams, fantasies, future aspirations, development, social, health, and cultural problems of pupils, the community, nation, the world, e.g. Life and HIV/AIDS in my community by 2020, road safety. <u>Tools and Materials</u> paper, chalk, felt pens, crayons, paint, pencil etc.	Discuss issues as stated in the content through questions/answers, etc. Guide pupils to discuss and visualise characters, scenes, objects and places mentioned in the events and stories. Guide pupils to role play characters and visualise the scenes. NOTE: These are projections into the future. Assist pupils to draw and paint pictures from their imaginations, expressing their feeling, ideas and understanding about stories. NOTE: Expression of feelings can also be done through colours. Display pupil's works for discussion through questions and answers. <u>Skills:</u> observation, role-playing, painting, visualizing, self-expression etc. <u>Values:</u> self-confidence, participation, compassion etc.	Assignment Pupils to imagine, draw, compare and paint picture based on a theme: "The community without portable water and health care".

PRIMARY 3 TERM 1

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) Letter collé	1.1.2 use cut out letters of the alphabets to create pictures.	<u>Creating pictures with letters of the alphabets</u> <u>Tools :</u> scissors, brush etc. <u>Materials :</u> coloured magazines, letters, paste, paper, colour etc.	Collect and select a number of magazines, letters of various sizes and colours. Demonstrate the cutting out of letters. Guide pupils to cut out selected letters and combine two or more letters to create figures, scenes or a design. NOTE Pupils may write, paint, cut and use own letters Guide pupils to arrange their groups of cut out letters on a piece of background paper or support material. Guide pupils to paste the letters in place when satisfied with the arrangement. <u>Skills:</u> cutting, pasting, designing, patterning, creating, pasting etc. <u>Values :</u> sharing ,concentration, self-confidence etc.	Is the pupil able to: cut out letters, combine and arrange them to create pictures?

PRIMARY 3 TERM 1

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 PATTERN MAKING, PRINTMAKING AND LETTERING	<p>The pupils will be able to:</p> <p>create patterns using frottage technique.</p>	<p><u>Creating patterns using frottage technique.</u></p> <p><u>Tools:</u> objects with textured surfaces e.g. coins, floor, rock surfaces, bark of trees.</p> <p><u>Materials:</u> paper, crayon, charcoal, pencil etc.</p>	<p>Explain the concept of texturing using samples.</p> <p>Pupils to feel the textures and describe them e.g. smooth, rough.</p> <p>Pupils to identify rough and smooth surfaces in the classroom and in available scrap materials in the environment.</p> <p>Demonstrate frottage(rubbing) technique for pupils to observe and practise on their own.</p> <p>Pupils to compose and study various textures to determine their characteristics.</p> <p>Pupils to plan , design and create patterns by using one or a combination of textures from frottage(rubbing).</p> <p>Pupils display their works and appreciate them.</p> <p><u>Skills:</u> planning, designing, exploring, visual and verbal communication, appreciation etc.</p> <p><u>Values:</u> self-confidence, perseverance, patience etc.</p>	<p>Is the pupil able to create patterns from frottage and respond verbally to it?</p>

PRIMARY 3 TERM 1

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 COMPOSITION Improvisation	The pupil will be able to: 2.3.1 create and clap his/her own rhythmic patterns.	<u>Creating and clapping rhythmic patterns</u> <u>Materials/ Instruments</u> drums, bells, bamboo sticks, drum sticks, castanets, clappers etc.	Teacher engages pupils in echo clapping i.e. teacher claps for pupils to clap back. Group pupils and let them do echo clapping. One pupil should do the clapping for the others to respond. Encourage pupils to create their own rhythms by extending teachers' rhythmic patterns.	Are pupils able to perform their rhythms in groups for the whole class to respond?
LISTENING AND OBSERVING Analysis	2.3.1 listen to and analyse a variety of performances.	<u>Analysis of performances</u> <u>Materials</u> video player, cassette player etc.	Pupils listen/observe and discuss performances : a) by individuals and groups in class. b) from recorded works. c) by other groups outside the class. Observe and discuss the performances in terms of: a) types of instruments used b) dance patterns (e.g. arm, head movements) c) costumes etc. Teacher plays a recording of traditional ensemble for pupils to identify specific musical instruments such as (a) the bell and other idiophones (self sounding instruments e.g. clappers, shakers, castanets) (b) master drum as well as supporting drums.	Is the pupil able to identify the instruments in a piece of highlife music he/she listens to?

PRIMARY 3 TERM 1

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) PERFORMANCE	<p>The pupil will be able to:</p> <p>2.3.2 play simple rhythms from the musical ensemble in the locality.</p>	<p><u>Acquiring Instrumental skills</u></p>	<p>Pupils perform, time-line and rhythms of supporting instruments of ensembles in the locality in groups; Teacher encourages pupils to use paper drums, pawpaw stalks, bamboo tube, empty tins etc., and other children's instruments.</p> <p><u>Skills:</u> creating rhythmic, patterns observing, listening and analysing performance, identifying, discriminating, etc.</p> <p><u>Values:</u> contentment, teamwork and team spirit, co-operation etc.</p>	<p>Is the pupil able to perform a local dance type?</p> <p>NOTE: Focus on authenticity.</p>

PRIMARY 3 TERM 1

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 WEAVING AND STITCHING Knotting (Macramé)	The pupil will be able to: 2.4.1 make simple knots using yarns.	<u>Making Simple knots</u> e.g. overhand and reef knot. <u>Tools:</u> knife, scissors. <u>Materials:</u> Natural and synthetic cords (coloured and uncoloured)	Guide pupils to discuss the importance and uses of knots. Assist pupils to identify knots on objects, clothing (shoes) at home, school and community. Demonstrate how to make simple knots with one or two cords and in chains. Pupils to explore, practise and experiment the tying of knots to objects and in chains e.g. nail, shoe, parcel, belt. <u>Skills:</u> tying and knotting, exploring, experimenting, dexterity of hands etc. <u>Values:</u> concentration, patience, tolerance etc.	Is the pupil able to: tie knots to an object? make a chain of knots with one or more strands?

PRIMARY 3 TERM 1

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) WEAVING AND STITCHING	<p>The pupil will be able to;</p> <p>2.4.2 measure and fringe two short ends of a flat article.</p>	<p><u>Fringing the edge of flat articles</u> e.g. table runner chair back, television (T.V.) cover.</p> <p><u>Materials</u> : fabric, stranded cotton thread.</p> <p><u>Tools</u> : tape measure, needle, pins thimble, scissors etc.</p>	<p>Show samples of the table runner, Television (T.V.) cover and chair back to pupils and discuss their uses.</p> <p>Guide pupils to measure and fringe the two short ends of table runner, Television (T.V.) cover or one short end of chair back.</p>	<p>Check on proper way of handling the fabric and needle.</p> <p>Check on neat stitching.</p>
	<p>2.4.3 turn a lay and a hem on a flat article.</p>	<p><u>Turning a Lay and Hem</u></p> <p><u>Materials</u>: fabric, thread etc.</p> <p><u>Tools</u>: scissors, tape measure, needle, thimble, etc.</p>	<p>Demonstrate how to turn a lay, a hem, pin and tack.</p> <p>Pupils turn a lay, hem and tack.</p> <p>Demonstrate how to begin, work and end more embroidery stitches.</p> <p>Pupils practise beginning, working and ending embroidery stitches.</p> <p>Stress on washing hands before starting work to keep work neat.</p> <p><u>Skills</u>: even turning of lay and hem, measuring, accurate beginning, working and ending of decorative stitches, neat stitching, patience, following procedure etc.</p> <p><u>Values</u>: patience, concentration etc.</p>	<p>Project Pupils to make an article for decorating the room e.g. as (wall hanging).</p> <p>Check on even lay and hem.</p>

PRIMARY 3 TERM 1

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 MODELLING AND CASTING Modelling	The pupil will be able to: 2.5.1 make simple clay items by coiling, building and decorating.	<u>Making items and decorating them</u> e.g. By incising, burnishing, impressing. <u>Tools</u> : sticks/wood of various shapes and sizes for modelling and decoration, etc. <u>Materials:</u> clay, play dough etc.	Pupils to identify and describe irregular and regular shapes within their experience and environment. Pupils to demonstrate previous experience in exploring and shaping clay e.g. pressing, rolling, twisting, squeezing, etc. Demonstrate how to roll clay into a rope (sausage) and coil it into a shape or form. Pupils to generate ideas and translate them into objects by coiling, shaping and decorating. Lead pupils to appreciate their work. <u>Skills:</u> rolling, coiling joining, shaping, decorating, generating ideas, problem – solving, self-expression, etc. <u>Values:</u> patience, concentration self-confidence etc.	Is the pupil able to: apply appropriate skills in making and decorating an item? generate ideas and translate them into a visual form?

PRIMARY 3 TERM 1

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 CONSTRUCTION ASSEMBLAGE AND PAPERWORK. Mobiles	The pupil will be able to: 2.6.1 construct stabiles and mobiles using a variety of materials, tools and techniques.	<u>Construction of stabiles and mobiles with variety of materials and techniques.</u> <u>Tools</u> - scissors, knife, brushes, pliers hacksaw blade, etc. <u>Materials:</u> thread, card, paper, glue, cloth, polythene, wrappers, fabric, thin plastics, scrap metal and wood etc.	Assemble teaching and learning materials. Discuss importance and characteristic of stabiles and mobiles and how they are made. Show examples of mobiles to pupils to visualise new forms of mobiles or stabiles. Discuss with pupils the type of mobiles or stabiles they want to make. Teacher to demonstrate some of the skills involved in making mobiles and stabiles e.g. cutting, glueing, painting, tying. Guide pupils to design and make Stabiles and mobiles in groups. Encourage each group to make different mobiles or stabiles. Organise pupils to discuss: the process of making mobiles or stabiles including: their experiences in handling tools and materials. problems encountered. the beauty and uses of the end product through appreciation. <u>Skills:</u> construction, assemblage, visualising, cutting, glueing, joining, creating, self-confidence. <u>Values:</u> team work, co-operation, sharing concentration etc.	Teacher to look for skills in: cutting and gluing materials. critical thinking and reasoning. working together as a group (team spirit).

PRIMARY 3 TERM 2

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MAKING PICTURES DRAWING AND COLOUR- WORK Paper Montage	1.1.1 create pictures in paper montage	<u>Creating pictures in paper montage.</u> Expressing feelings and ideas through paper montage on themes such as sports, games, festivals, fashion. <u>Tools:</u> scissors, paste brush etc. <u>Materials</u> magazines, paste/glue, paper (white/coloured) etc.	Display a collection of newspapers, magazines with colourful pictures. Demonstrate the cutting of pictures on a particular theme from magazines and newspapers. Put pupils into small groups. Guide pupils to cut out pictures on chosen themes. Guide pupils to compose and arrange the pictures on a surface and paste them when satisfied with arrangement. Display pupils works for discussion through questions and answers. <u>Skills:</u> cutting, pasting, composing, creating etc. <u>Values :</u> tolerance, sharing, co-operation, concentration etc.	Project Pupils to select a theme and: cut out pictures from magazines and arrange them to create pictures on a theme e.g. keeping the environment clean.

PRIMARY 3 TERM 2

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 PATTERNMAKING PRINTMAKING AND LETTERING Patternmaking with: Dots Lines, Shapes Numerals Letters	The pupil will be able to: 1.2.1 create patterns by using elements of design, numerals and letters of the alphabet.	<u>Creating patterns using elements of design</u> e.g. lines, dots, shapes and numerals and letters by drawing and printing. <u>Tools:</u> brushes, containers for mixing colours/paints, etc. <u>Materials:</u> pencils, pens, crayons, paint etc.	Organise pupils to identify and discuss the elements in natural and man-made environment. Demonstrate how to create patterns using elements of design, numerals and letters by drawing and printing. Guide pupils to pre-image and plan how to combine the elements, numerals and letters and arrange them to create a pattern. Pupils to plan, create and organise the elements into a pattern. NOTE: Let pupils display their works and appreciate them. <u>Skills:</u> drawing, printing, planning, designing etc. <u>Values:</u> concentration, patience etc.	Is the pupil able to: create the elements by drawing and printing? combine the elements or letters to make a pattern?

PRIMARY 3 TERM 2

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 COMPOSITION Improvisation	The pupil will be able to: 3.2.1 create dance movements using space.	<u>Creating dance movement using space, energy and balancing.</u> <u>Materials/Instruments:</u> drums, bell, castanet, rattles etc.	Play any supporting drum pattern of an indigenous ensemble and invite pupils to create movement patterns to go with it. To ensure the effective use of space, let pupils dance in (a) circles (b) straight line. Pupils dance with the required energy and balance. Pupils sing songs to accompany the movement patterns.	Is the pupil able to use the dancing space effectively? Is the pupil able to dance with the required energy and balancing?
	3.2.2 select and determine the appropriateness of costumes, props used for different dances, drama and musical event.	<u>Selecting and determining the appropriateness of costumes and props.</u>	In groups, pupils create and dramatize scenes and select appropriate costumes and props for it. Pupils discuss the appropriateness of costumes and props used in a dramatic presentation. NOTE: Prop is any article or physical object brought to stage during the performance of drama other than costume and painted scenery.	Is the pupil able to select and determine the appropriateness of costumes and props?

PRIMARY 3 TERM 2

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) PERFORMANCE LISTENING AND OBSERVING	<p>The pupil will be able to:</p> <p>3.2.3 narrate and dramatise stories in the locality.</p>	<p><u>Verbal fluency and role acting.</u></p>	<p>Teacher provides a theme and invites pupils to narrate and dramatise stories based on it, e.g. cleanliness.</p> <p><u>Skills:</u> listening, observing, selecting, creating, dramatising, determining etc.</p> <p><u>Values:</u> concentration, co-operation, self-discipline etc.</p>	<p>Is the pupil able to:</p> <p>a. narrate the story? b. act his/her role well?</p>

PRIMARY 3 TERM 2

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 WEAVING AND STITCHING Flat Articles e.g. Table runner, Chair back , Television (T.V.) Cover	The pupil will be able to; 2.4.1 secure a hem with embroidery stitches.	<u>Securing the hem of articles with stitches.</u> <u>Materials :</u> stranded cotton thread, fabric, pencil, paper etc. <u>Tools:</u> needle, thimble etc.	Demonstrate how to secure hems using various embroidery stitches. Pupils to secure hems with embroidery stitches e.g. fly stitches, blanket stitches. Teacher goes round to guide pupils to make fine and straight stitches.	Is the pupil able to make fine stitches to secure the hem?
	2.4.2 design simple motifs to decorate articles.	Designing of simple motifs. e.g.: leaf, drums, flowers, birds, fruits.	Guide pupils to design simple motifs and transfer onto their article. Teacher goes round to assist pupils when necessary and check for originality of motifs and stitches. NOTE : Encourage pupils to apply their knowledge in elements of design. <u>Skills:</u> designing, stitching, planning, critical thinking, creative thinking etc. <u>Values:</u> patience, concentration etc.	Is the pupil able to design and transfer original motifs to their work?

PRIMARY 3 TERM 2

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) WEAVING AND STITCHING Coiling and Stitching	The pupil will be able to: 2.4.3 design and make a simple container by weaving or coiling and stitching.	<u>Weaving, coiling and stitching to make a container.</u> <u>Tools</u> – knife, large needle, scissors etc. <u>Materials:</u> coloured/uncoloured natural and artificial cords, thread etc.	Assist pupils to prepare materials e.g. rope by applying previous experience in rolling, twisting or plaiting. Discuss the idea of forming/making an item by weaving or designing, coiling and stitching. Demonstrate the process involved in designing, weaving or coiling, shaping and stitching for pupils to observe, ask questions and practise how to make their own items. Pupils to display and appreciate their work. <u>Skills:</u> coiling, shaping, stitching, weaving, cutting, trimming designing etc. <u>Values:</u> carefulness, alertness, precision etc.	Is the pupil able to: make an item by weaving? design and make a plaited rope? use the plaited rope to make a container by coiling and stitching? talk about the process of making the item?

PRIMARY 3 TERM 2

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 MODELLING AND CASTING Casting Forms And Decorating.	The pupil will be able to: 2.5.1 cast and decorate the form of an objects using pieces of paper and other suitable materials and decorate it.	<u>Casting and decorating the form of an object.</u> <u>Tools:</u> scissors, bowl calabash, balloon, other objects, etc. <u>Materials:</u> glue, paper, paint, papier maché.	Guide pupils to discuss the purpose of casting shapes of objects. Organise the identification and examination of objects for casting which serve as mould. Demonstrate the technique of casting with wet pieces of paper or other suitable materials. Pupils to practice how to cast and decorate using suitable objects as the moulds. Pupils to display work for appreciation and discussion. <u>Skills:</u> casting, decorating, identifying, examining, appreciating etc. <u>Values:</u> self-confidence, obedience, truthfulness etc.	Look for pupil's ability to cast the shape of an object and decorate it.

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 CONSTRUCTION ASSEMBLAGE AND PAPERWORK. Toy vehicles/gadgets.	The pupil will be able to: 2.6.1 make toy vehicles or gadgets with a variety of materials.	<u>Construction of toy vehicles or gadgets e.g. cars, trucks, trains, aeroplanes</u> <u>Tools:</u> knife, scissors brushes etc. <u>Materials:</u> paper, card, wire, empty packages, glue, thread, pieces of wood etc.	Assemble tools and materials for work. Discuss toy vehicles and gadgets with pupils. Guide them to pre-image and discuss the form and parts. <u>Note:</u> There is need for precision (exactness) so that the parts can fit well. Guide pupils to work in groups to make toy vehicles or gadgets. <u>Note:</u> The groups should be organized so that each pupil takes part in the activities, e.g. while some are cutting parts, others are assembling and gluing. Each team should have a leader . Guide pupils to decorate their work by labelling painting, printing with patterns, etc. Guide pupils to test their vehicles to see if they function. If not they should adjust the parts. Guide pupils to talk about their work. <u>Skills:</u> observation, appraisal ,judgment, assemblage, construction, decoration, muscular control etc. <u>Values:</u> precision, truthfulness, contentment etc.	Teacher to find out whether the end products are functional creative and decorative. Pupils to talk about how the toys or gadgets were made. Is the pupil able to demonstrate the functionality of the toy or gargets?

PRIMARY 3 TERM 3

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MAKING PICTURES DRAWING/COLOUR WORK Cutting and pasting a combination of materials and shapes into a picture.	The pupil will be able to: 1.1.1 create a picture by cutting and pasting a variety of materials.	<u>Creating pictures by cutting and pasting materials.</u> <u>Tools:</u> knife, brush, glue. <u>Materials:</u> , paper, card, fabric, polythene scrap materials etc.	Assist pupils to develop ideas, plan, design and cut materials. Guide pupils to paste the cut out shapes to create a picture e.g. of animals, cars, flowers, aeroplane, houses. Pupils to display and appreciate their work. <u>Skills:</u> identification, designing, cutting pasting, appreciation, display/exhibiting work, using/handling tools and maintaining them etc. <u>Values:</u> self-confidence, concentration, obedience, carefulness etc.	Look out for the ability to: handle tools safely and care for them. Is the pupils able to : make a picture by cutting and pasting materials to create shapes and forms of animals or things?

PRIMARY 3 TERM 3

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 PATTERNMAKING, PRINTMAKING AND LETTERING. Printmaking with simple messages.	The pupil will be able to: 1.2.1 design and make simple greeting cards with text images.	<u>Making greeting cards with text images.</u> <u>Tools/materials:</u> pencils, felt pens, markers, brushes, paint colours, computer, printer etc.	Assemble tools and materials for work. Review lessons on print making. Discuss with pupils the importance of greeting cards e.g. birthday, Christmas, mothers' day cards, success card, get well cards, National Anniversary cards. Let pupils describe features on cards they have seen e.g. drawings, images, messages, lettering. Let pupils observe different types of lettering from books, newspapers and magazines. Demonstrate how to make simple greeting cards by printing, drawing, lettering and sketching. Guide pupils to plan, design and make their cards. NOTE Encourage pupils to pay attention to boldness readability of the lettering. Pupils to display their work and appreciate them. <u>Skills:</u> designing, lettering, printmaking, visual, communication, drawing, creativity, stenciling etc. <u>Values:</u> self-confidence, concentration, independence etc.	Is the pupil able to describe the features on greeting cards? Look for pupils' ability to: write readable messages. combine images with lettering. Is the pupil able to discuss and respond to the features in their cards? Assignment Pupils use the computer to design a card for a friend. Stencils can also be used for printing.

PRIMARY 3 TERM 3

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 PERFORMANCE Voice.	The pupil will be able to: 2.3.1 use his/her singing voice to sing.	<u>Use of singing voice.</u> <u>Materials/Instruments</u> Drums, bells, rattle castanets etc.	Pupils to increase their repertoire (collection of songs) by studying more indigenous and contemporary popular songs. Pupils accompany their singing with bells, drums, etc. NOTE: Concentrate on synchronization. Pupils accompany singing with basic dance movements.	Is the pupil able to use their singing voices effectively?
LISTENING AND OBSERVING Identification and discussion of elements of music.	2.3.2 identify and comment on the elements of music.	<u>Identifying and discussing element of music – dynamics, pitch and rhythm</u> <u>Materials/ Instruments</u> T.V. set, video, other audio/visual gadgets etc.	Teacher plays a recorded music for pupils to identify the elements of music i.e. dynamics, pitch and rhythm. Teacher leads pupils to discuss the elements: (a) dynamics - how loud or soft the music is. (b) pitch – how high or low the music is. (c) rhythm – combination of long and short sounds. Pupils sing to demonstrate their understanding of the elements.	Is the pupil able to demonstrate their understanding of the elements of music in their singing?

PRIMARY 3 TERM 3

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) IMPROVISATION	<p>The pupil will be able to:</p> <p>2.3.3 create movements in dancing.</p>	<p><u>Creating movements and gestures in dancing.</u></p> <p><u>Tools:</u> drums, bells etc.</p>	<p>Pupils create short songs to go with the time-lines of a familiar ensemble from the locality.</p> <p>Pupils make up movements and gestures to go with rhythmic/time-line.</p> <p>Teacher makes gestures for pupils to observe.</p> <p>Pupils create their own gestures to go with the time-line.</p> <p><u>Skills:</u> singing, creativity, identification of the elements of music, creativity of movements, gestures and songs etc.</p> <p><u>Values:</u> concentration, self-confidence, independence etc.</p>	<p>Is the pupil able to create his/her own gestures to go with the time line?</p>

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 WEAVING AND STITCHING Plaiting.	The pupil will be able to 2.4.1 plait with four strands into an item.	<u>Plaiting with four (4) strands.</u> <u>Materials:</u> flexible fibre, rope, cord, strands from plants, leaves of fan, date and raffia palms, screw pine, bulrush, etc. <u>Tools:</u> knife, cutlass, bodkin etc.	Revise the method of plaiting with three strands. Demonstrate how to plait with four strands using coloured or uncoloured strands or both. Pupils to compare the two methods to identify differences and similarities. Pupils to practice how to plait with four strands into a rope or belt. <u>Skills:</u> -splitting, plaiting, patterning, tightening, shaping, and handling and finger manipulation etc. <u>Values:</u> patience, concentration etc.	Is the plaiting tight and uniform? Assignment Pupils design and use plaited material to make an item e.g. containers, bags, hat.
Flat Articles Embroidery Stitching	2.4.2 work embroidery stitches on their motifs or secure it by appliqué to their articles.	<u>Working of Embroidery Stitches</u> e.g. chain, satin, blanket, loop, appliqué. e.g. Table runner, Chair back , Television (T.V.) Cover – Decorative stitches or Appliqué <u>Materials :</u> coloured pieces of fabric, thread – stranded cotton, <u>Tools:</u> needle, pins etc.	Guide pupils to work on their motifs with decorative stitches or fix it with appliqué onto their articles. NOTE Encourage concentration, neatness, fitness of stitches. Go round and assist pupils where necessary. Pupils to display work for appreciation and evaluation. <u>Skills:</u> stitching, securing appliqué, decoration, texturing, designing, appreciation, creativity etc. <u>Values:</u> patience, self-discipline, tolerance, neatness, concentration, persistence etc.	Are motifs appropriate and original? Are stitches fine and neat? Has appliqué been properly fixed? Is the pupil able to concentrate on his/her work? Is the pupil persistent on completing work and ensuring good work?

PRIMARY 3 TERM 3

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 MODELLING AND CASTING	<p>The pupil will be able to:</p> <p>2.5.1 model a musical instrument and decorate it.</p>	<p>Modelling and decorating musical instruments e.g. drum, guitar, gong–gong, cymbals, flute, whistle, dondo.</p> <p><u>Materials:</u> empty tins, bamboo, pawpaw stalk, wood, brown paper, polythene, rubber band, string, twig, glue, wire etc.</p> <p><u>Tools:</u> Knife, scissors etc.</p>	<p>Lead pupils to identify and discuss types of musical instruments.</p> <p>Teacher to show samples of musical instruments if possible, for pupils to examine and note their characteristics e.g. shape, colour, size and decoration.</p> <p>Pupils to pre-image and translate their ideas about a musical instrument into an original form by modelling.</p> <p>Pupils to do self-evaluation as they work and correct mistakes.</p> <p>Organise pupils to display their work and appreciate them.</p>	<p>Assignment</p> <p>Pupils to model a musical instrument and decorate it.</p>

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 CONSTRUCTION ASSEMBLAGE AND PAPERWORK Concertina book.	The pupil will be able to: 2.6.1 make concertina book.	<u>Making a concertina book</u> <u>Tools:</u> Knife, ruler, pencil, scissors etc. <u>Materials :</u> card, plain paper and paper with patterns.	Discuss the characteristics of concertina book and its usefulness. Demonstrate how to make a concertina by cutting, folding, fixing and decorating. Pupils to design and make their own concertina book.	Look for pupil's ability to cut, fold paper and apply skills of decoration from previous lessons. Assignment Pupils to use the skills in making a concertina book to design and make a greeting card for exhibition.
Construction according to Measurements.	2.6.2 construct paper boxes/packages according to specifications.	<u>Construction of paper boxes/packages according to specifications.</u> <u>Tools:</u> scissors, knife, ruler, pencil. <u>Materials:</u> card, paper, adhesives etc.	Discuss the uses and characteristics of paper containers e.g. pencil cases, jewellery boxes. Discuss the importance of accurate measurements so that the parts should fit well. Demonstrate the measuring, cutting and folding of card/paper to form boxes. Guide pupils to plan, design and make boxes according to specifications and decorate them. Let pupils display their boxes and talk about their beauty and possible uses. <u>Skills:</u> cutting, folding, pasting, measuring, designing, decoration, problem-solving, critical thinking etc. <u>Values:</u> concentration, patience, self-confidence, contentment, precision etc.	Assignment Pupils to plan, design and use any other materials to make containers.

