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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **PICTURE MAKING**

SUB STRAND: **One point perspective drawing**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Analyse components of perspective in samples of cuboids drawn in one point perspective
2. Draw cuboids in varied views to depict one point perspective
3. Appreciate own and other’s perspective drawings

**KEY INQUIRY QUESTION (S)**

1. Why do parallel lines appear to converge as they project away from the viewer?
2. Why does the appearance and size of objects change depending on the position of the viewer?
3. How is depth created in a drawing using perspective?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg.21-23

Digital devices, sharpeners, pencils, erasers, papers, drawing book

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Ask oral questions about drawing to introduce the lesson

Ask learners to observe a one point perspective situation – road

**LESSON DEVELOPMENT**

**STEP 1**

Group the learners and guide them to identify any straight lines in the landscape

Ask them to describe how they are behaving as they recede from them

Ask them how the sizes of objects are looking as they get farther from them

Guide the learners to make quick sketches of their observations

**STEP 2**

Ask learners to take a walk round the school compound and observe the roads, paths, buildings, corridors and physical features

Ask them to describe how they appear as they recede from them

Ask them how the sizes of the objects are looking like as they get farther from them

Guide them to make quick sketches of their observations

**STEP 3**

Group learners and provide them with printouts of cuboids drawn in one point perspective downloaded from a digital device

Guide them to observe the projections lines and establish the position of the vanishing points and horizon lines

**STEP 4**

Guide them to extend the lines at each corner of the cuboids above. (Projection lines)

Guide them to mark the points at which the projected lines meet. (Vanishing point)

**STEP**

Learners to draw a horizontal line at the level where the projection lines meet

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Learners to use digital devices to search for one point perspective drawings

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **PICTURE MAKING**

SUB STRAND: **One point perspective drawing**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Analyse components of perspective in samples of cuboids drawn in one point perspective
2. Draw cuboids in varied views to depict one point perspective
3. Appreciate own and other’s perspective drawings

**KEY INQUIRY QUESTION (S)**

1. Why do parallel lines appear to converge as they project away from the viewer?
2. Why does the appearance and size of objects change depending on the position of the viewer?
3. How is depth created in a drawing using perspective?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg.21-23

Digital devices, sharpeners, pencils, erasers, papers, drawing book

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Ask oral questions about drawing to introduce the lesson

Ask learners to observe a one point perspective situation – road

**LESSON DEVELOPMENT**

**STEP 1**

Group the learners and guide them to identify any straight lines in the landscape

Ask them to describe how they are behaving as they recede from them

Ask them how the sizes of objects are looking as they get farther from them

Guide the learners to make quick sketches of their observations

**STEP 2**

Ask learners to take a walk round the school compound and observe the roads, paths, buildings, corridors and physical features

Ask them to describe how they appear as they recede from them

Ask them how the sizes of the objects are looking like as they get farther from them

Guide them to make quick sketches of their observations

**STEP 3**

Group learners and provide them with printouts of cuboids drawn in one point perspective downloaded from a digital device

Guide them to observe the projections lines and establish the position of the vanishing points and horizon lines

**STEP 4**

Guide them to extend the lines at each corner of the cuboids above. (Projection lines)

Guide them to mark the points at which the projected lines meet. (Vanishing point)

**STEP 5**

Learners to draw a horizontal line at the level where the projection lines meet

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Learners to use digital devices to search for one point perspective drawings

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **PICTURE MAKING**

SUB STRAND: **drawing cuboids in one point perspective from bird’s view**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Analyse components of perspective in samples of cuboids drawn in one point perspective
2. Draw cuboids in varied views to depict one point perspective
3. Appreciate own and other’s perspective drawings

**KEY INQUIRY QUESTION (S)**

1. Why are vanishing points always at the eye level?
2. Why do projection lines bend towards the eye level at the different views?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg.24-29

Digital devices, sharpeners, pencils, erasers, papers, drawing book, sample cuboids

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Ask oral questions review the previous lesson

Organise the learners in groups

Ensure all the learners have the requisite tools and materials

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners key inquiry question 1

Remind them that they will be drawing cuboids form one point perspective from bird’s view

**STEP 2**

Teacher to demonstrate to the learners how to draw cuboids form one point perspective from bird’s view

Learner to Carry out discussions as they draw

* Communication and collaboration as learners work together

**STEP 3**

Guide the learners to make proper use of space and to always remember the principles of one point perspective

Encourage the learners to keep reviewing their work as they draw to help them make necessary adjustments

**STEP 4**

Guide the learners to display and appreciate their own and other’s drawings

* Self efficacy as learners deep affection of their artworks

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Learners to use digital devices to search for one point perspective drawings from bird’s eye view

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **PICTURE MAKING**

SUB STRAND: **drawing cuboids in one point perspective from normal eye view**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Analyse components of perspective in samples of cuboids drawn in one point perspective
2. Draw cuboids in varied views to depict one point perspective
3. Appreciate own and other’s perspective drawings

**KEY INQUIRY QUESTION (S)**

1. Why are vanishing points always at the eye level?
2. Why do projection lines bend towards the eye level at the different views?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg.24-29

Digital devices, sharpeners, pencils, erasers, papers, drawing book, sample cuboids

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Ask oral questions review the previous lesson

Organise the learners in groups

Ensure all the learners have the requisite tools and materials

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners key inquiry question 1

Remind them that they will be drawing cuboids form one point perspective from normal eye view

**STEP 2**

Teacher to demonstrate to the learners how to draw cuboids form one point perspective from normal eye view

Learner to carry out discussions as they draw

* Communication and collaboration as learners work together

**STEP 3**

Guide the learners to make proper use of space and to always remember the principles of one point perspective

Encourage the learners to keep reviewing their work as they draw to help them make necessary adjustments

**STEP 4**

Guide the learners to display and appreciate their own and other’s drawings

* Self efficacy as learners deep affection of their artworks

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Learners to use digital devices to search for one point perspective drawings from normal eye view

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **PICTURE MAKING**

SUB STRAND: **drawing cuboids in one point perspective from worm’s eye view**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Analyse components of perspective in samples of cuboids drawn in one point perspective
2. Draw cuboids in varied views to depict one point perspective
3. Appreciate own and other’s perspective drawings

**KEY INQUIRY QUESTION (S)**

1. Why are vanishing points always at the eye level?
2. Why do projection lines bend towards the eye level at the different views?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg.24-29

Digital devices, sharpeners, pencils, erasers, papers, drawing book, sample cuboids

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Ask oral questions review the previous lesson

Organise the learners in groups

Ensure all the learners have the requisite tools and materials

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners key inquiry question 1

Remind them that they will be drawing cuboids form one point perspective from worm’s eye view

**STEP 2**

Teacher to demonstrate to the learners how to draw cuboids form one point perspective from worm’s eye view

Learner to carry out discussions as they draw

* Communication and collaboration as learners work together

**STEP 3**

Guide the learners to make proper use of space and to always remember the principles of one point perspective

Encourage the learners to keep reviewing their work as they draw to help them make necessary adjustments

**STEP 4**

Guide the learners to display and appreciate their own and other’s drawings

* Self efficacy as learners deep affection of their artworks

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Learners to use digital devices to search for one point perspective drawings from worm’s eye view

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **PICTURE MAKING**

SUB STRAND: **drawing a still life composition of cuboid forms in one point perspective**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Set up a still life composition of cuboid forms
2. Draw a still life composition forms in one point perspective
3. Appreciate own and others still life drawing

**KEY INQUIRY QUESTION (S)**

1. What should you consider when selecting objects for still life drawing
2. How does the position of the viewer affect the appearance of objects in still life drawing

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg.30-31

Digital devices, sharpeners, pencils, erasers, papers, drawing book, sample cuboids forms

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Ask oral questions review the previous lesson on drawing individual cuboids in one point perspective

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners key inquiry question 1 and guide them to arrange the cuboids in such a way that all the cubes are completely or partly visible

**STEP 2**

Guide the learners to observe the cuboids to identify the components of one point prescriptive practised in the previous lessons

**STEP 3**

Ask learners key inquiry question 2, advise them to sit in a position that theu can see all the cubes in full or partly before starting to draw

**STEP 4**

Teacher to demonstrate to the learners how to draw a still life composition of cuboid forms in one point perspective

Individually learners to draw the still life composition of cuboid forms in one point perspective

Carry out discussions as they draw

* Communication and collaboration as learners work together

**STEP 5**

Guide the learners to display and appreciate their own and other’s drawings

* Self efficacy as learners deep affection of their artworks

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Learners to use digital devices to search for one point perspective drawings from worm’s eye view

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **PICTURE MAKING**

SUB STRAND: **drawing a still life composition of cuboid forms in one point perspective**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Set up a still life composition of cuboid forms
2. Draw a still life composition forms in one point perspective
3. Appreciate own and others still life drawing

**KEY INQUIRY QUESTION (S)**

1. What should you consider when selecting objects for still life drawing
2. How does the position of the viewer affect the appearance of objects in still life drawing

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg.30-31

Digital devices, sharpeners, pencils, erasers, papers, drawing book, sample cuboids forms

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Ask oral questions review the previous lesson on drawing individual cuboids in one point perspective

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners key inquiry question 1 and guide them to arrange the cuboids in such a way that all the cubes are completely or partly visible

**STEP 2**

Guide the learners to observe the cuboids to identify the components of one point prescriptive practised in the previous lessons

**STEP 3**

Ask learners key inquiry question 2, advise them to sit in a position that theu can see all the cubes in full or partly before starting to draw

**STEP 4**

Teacher to demonstrate to the learners how to draw a still life composition of cuboid forms in one point perspective

Individually learners to draw the still life composition of cuboid forms in one point perspective

Carry out discussions as they draw

* Communication and collaboration as learners work together

**STEP 5**

Guide the learners to display and appreciate their own and other’s drawings

* Self efficacy as learners deep affection of their artworks

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Learners to use digital devices to search for one point perspective drawings from worm’s eye view

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **PICTURE MAKING**

SUB STRAND: **drawing a still life composition of cuboid forms in one point perspective**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Set up a still life composition of cuboid forms
2. Draw a still life composition forms in one point perspective
3. Appreciate own and others still life drawing

**KEY INQUIRY QUESTION (S)**

1. What should you consider when selecting objects for still life drawing
2. How does the position of the viewer affect the appearance of objects in still life drawing

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg.30-31

Digital devices, sharpeners, pencils, erasers, papers, drawing book, sample cuboids forms

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Ask oral questions review the previous lesson on drawing individual cuboids in one point perspective

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners key inquiry question 1 and guide them to arrange the cuboids in such a way that all the cubes are completely or partly visible

**STEP 2**

Guide the learners to observe the cuboids to identify the components of one point prescriptive practised in the previous lessons

**STEP 3**

Ask learners key inquiry question 2, advise them to sit in a position that theu can see all the cubes in full or partly before starting to draw

**STEP 4**

Teacher to demonstrate to the learners how to draw a still life composition of cuboid forms in one point perspective

Individually learners to draw the still life composition of cuboid forms in one point perspective

Carry out discussions as they draw

* Communication and collaboration as learners work together

**STEP 5**

Guide the learners to display and appreciate their own and other’s drawings

* Self efficacy as learners deep affection of their artworks

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Learners to use digital devices to search for one point perspective drawings from worm’s eye view

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **PICTURE MAKING**

SUB STRAND: **PAINTING – Mixing colours**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Observe samples of a colour wheel to identify analogous colours and complementary colours
* Create a colour wheel to illustrate analogous colours and complementary colours
* Appreciate own and other’s colour wheel

**KEY INQUIRY QUESTION (S)**

* Why do colours change when mixed with others?
* Why do we have analogous and complementary colours?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg.33

Digital devices, colour wheel , paints , palletes, drawing books, water

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Ask oral questions about painting to introduce the lesson

Review the previous lesson about painting learnt in the previous grades

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to search for the meaning of the term painting from the internet and the dictionary

**STEP 2**

Guide the learners to review the previous lesson about classifying colours

**STEP 3**

Ask learners to identify the importance of the use of colours in painting

**STEP 4**

Guide the learners to identify tools and materials used in painting

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Learners to use digital devices to watch video clips to learn how to mix colours to motivate them create their own colour wheel

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **PICTURE MAKING**

SUB STRAND: **PAINTING – Mixing colours**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Observe samples of a colour wheel to identify analogous colours and complementary colours
* Create a colour wheel to illustrate analogous colours and complementary colours
* Appreciate own and other’s colour wheel

**KEY INQUIRY QUESTION (S)**

* Why do colours change when mixed with others?
* Why do we have analogous and complementary colours?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg.33

Digital devices, colour wheel , paints , palletes, drawing books, water

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Ask oral questions about painting to introduce the lesson

Review the previous lesson about painting learnt in the previous grades

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners through activity 1, learners book page 33 to

1. Select 3 colours – red, blue and yellow
2. Splash, pour stamp and even blow the 3 colours and allow the colours to mix freely

**STEP 2**

Ask learners key inquiry 1, guide them to identify the colours in their finished work

**STEP 3**

Discuss any new colours and how they could have come about

**STEP 4**

Guide the learners to identify any primary or secondary colours

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Learners to use digital devices to watch video clips to learn how to mix colours to motivate them create their own colour wheel

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **PICTURE MAKING**

SUB STRAND: **PAINTING – colour wheel**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Observe samples of a colour wheel to identify analogous colours and complementary colours
* Create a colour wheel to illustrate analogous colours and complementary colours
* Appreciate own and other’s colour wheel paintings

**KEY INQUIRY QUESTION (S)**

* Why do complementary colours intensify each other when placed side by side ?
* Why do analogous colours create harmony when used in a composition?
* Why is it not possible to obtain colours by mixing other colours?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg.3

Digital devices, colour wheel , paints , palletes, drawing books, water

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Ask oral questions about painting and colour wheel to introduce the lesson

Review the previous lesson about wheel learnt in the previous grades

**LESSON DEVELOPMENT**

**STEP 1**

Lead learners to observe actual samples colour wheel a displayed by the teacher

* This promotes critical thinking

**STEP 2**

Using digital devices guide the learners to search for virtual samples of colour wheel

* Digital literacy is promoted

**STEP 3**

In groups, Guide learners to identify analogous colours in a colour wheel

* Communication and collaboration as learners work together

**STEP 4**

Learners to draw and paint a colour wheel as guide by the teacher

* Self efficacy as learners deep affection of their artworks

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Learners to use digital devices to watch video clips to learn how to mix colours to motivate them create their own colour wheel

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **PICTURE MAKING**

SUB STRAND: **PAINTING – colour wheel**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Observe samples of a colour wheel to identify analogous colours and complementary colours
* Create a colour wheel to illustrate analogous colours and complementary colours
* Appreciate own and other’s colour wheel paintings

**KEY INQUIRY QUESTION (S)**

* Why do complementary colours intensify each other when placed side by side ?
* Why do analogous colours create harmony when used in a composition?
* Why is it not possible to obtain colours by mixing other colours?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg.3

Digital devices, colour wheel , paints , palletes, drawing books, water

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Ask oral questions about painting and colour wheel to introduce the lesson

Review the previous lesson about colour wheel learnt in the previous grades

**LESSON DEVELOPMENT**

**STEP 1**

Lead learners to observe actual samples colour wheel a displayed by the teacher

* This promotes critical thinking

**STEP 2**

Using digital devices guide the learners to search for virtual samples of colour wheel

* Digital literacy is promoted

**STEP 3**

In groups, Guide learners to identify complementary colours in a colour wheel

* Communication and collaboration as learners work together

**STEP 4**

Learners to draw and paint a colour wheel as guide by the teacher

* Self efficacy as learners deep affection of their artworks

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Learners to use digital devices to watch video clips to learn how to mix colours to motivate them create their own colour wheel

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **PICTURE MAKING**

SUB STRAND: **PAINTING – colour wheel**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Observe samples of a colour wheel to identify analogous colours and complementary colours
* Create a colour wheel to illustrate analogous colours and complementary colours
* Appreciate own and other’s colour wheel paintings

**KEY INQUIRY QUESTION (S)**

* Why do complementary colours intensify each other when placed side by side ?
* Why do analogous colours create harmony when used in a composition?
* Why is it not possible to obtain colours by mixing other colours?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg.3

Digital devices, colour wheel , paints , palletes, drawing books, water

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Ask oral questions about painting and colour wheel to introduce the lesson

Review the previous lesson about colour wheel learnt in the previous grades

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners through activity 4 learner’s book pages 34-38

* Let them draw a colour wheel
* Mix the colours on the palette
* Paint the primary, secondary and tertiary colours on the colour wheel using only the primary colours

Encourage the learners to be neat as possible by painting only in the spaces for each colour without smudging

**STEP 2**

Guide learners to identify analogous and complementary colours from the colour wheels thay have painted, then ask key inquiry questions 1 and 2

**STEP 3**

Lead learners to label the complementary and analogous colours

**STEP 4**

Guide learners to display their work

Learners to critique own and other’s work

* Self efficacy as learners deep affection of their artworks

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Learners to use digital devices to watch video clips to learn how to mix colours to motivate them create their own colour wheel

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **PICTURE MAKING**

SUB STRAND: **PAINTING – properties of colour wheel**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Analyse the concepts of hue, intensity and value as properties of colou
* Create colour graduation strips to depict colour intensity
* Appreciate own and other’s work

**KEY INQUIRY QUESTION (S)**

What are the properties of colour?

How is the environment related to the properties of colour?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg.37

Digital devices, colour wheel , paints , palletes, drawing books, water

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Ask oral questions about painting and colour wheel to introduce the lesson

Review the previous lesson about colour wheel learnt in the previous grades

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to explore the school environment and observe colours of different natural and manmade colours

**STEP 2**

Learners to identify the colours of the objects in their environment

**STEP 3**

Lead learners to identify the properties of colour

Let them analyse the colours in terms of hue, intensity and value

Guide the learners fo fill in the table in learners book page 38

**STEP 4**

Discuss their findings with their classmates

Teacher to explain the properties of the colours

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Learners to use digital devices to search the internet about properties of colour

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
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STRAND: **PICTURE MAKING**

SUB STRAND: **PAINTING – properties of colour wheel**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Analyse the concepts of hue, intensity and value as properties of colou
* Create colour graduation strips to depict colour intensity
* Appreciate own and other’s work

**KEY INQUIRY QUESTION (S)**

What are the properties of colour?

How is the environment related to the properties of colour?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg.37

Digital devices, colour wheel , paints , palletes, drawing books, water

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Ask oral questions about painting and colour wheel to introduce the lesson

Review the previous lesson about properties of colour

**LESSON DEVELOPMENT**

**STEP 1**

Organise learners in groups and distribute the materials required

Guide the learners through activity 6 – learners book page 39

**STEP 2**

Guide them to draw a graduation strip measuring about 7 cm by 1 cm , divede into seven equal squares

**STEP 3**

Guide the learners through the suggested steps of painting the strip with different colour intensities of a colour of their choices ranging from highly intensity to low intensity

Ensure that the intensity scale is painted neatly

Advise learners to use thick paints for better results

Carry out discussions in class activities

* Communication and collaboration as learners work together

**STEP 4**

Learners to display their works and lead discussions on each other’s work

* Self efficacy as learners have deep affection of their artworks

**STEP 5**

Let learners to clean their places after doing the activity

* This promotes health education

Sensitize the learners on the importance of environmental conservation by asking them to collect and store the remaining material for future use

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Learners to use digital devices to search the internet about properties of colour

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **PICTURE MAKING**

SUB STRAND: **PAINTING – properties of colour wheel**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Analyse the concepts of hue, intensity and value as properties of colour
* Illustrate tonal value using graduation strips
* Appreciate own and other’s work on properties of colour strips

**KEY INQUIRY QUESTION (S)**

Why is the chromatic grey used in creation of colour intensity?

What is the importance of painting a tonal value graduation strip?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg.39

Digital devices, colour wheel , paints , palletes, drawing books, water

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Ask oral questions about painting and colour wheel to introduce the lesson

Review the previous lesson about properties of colour

**LESSON DEVELOPMENT**

**STEP 1**

Organise learners in groups and distribute the materials required

Guide the learners through activity 8 – learner’s book page 39

**STEP 2**

Guide them to draw a graduation strip measuring about 7 cm by 1 cm, divide into seven equal squares

**STEP 3**

Start by painting the middle square with the pure colour of their choice

Paint the strip with different tints of the of the colour, with the colour gradually getting litter towards the right

Paint the strip with different shades of the colour, with the colour gradually getting darker towards the left

Ensure that the value graduation strip is painted neatly

Carry out discussions in class activities

* Communication and collaboration as learners work together

**STEP 4**

Learners to display their works and lead discussions on each other’s work

* Self efficacy as learners have deep affection of their artworks

**STEP 5**

Let learners to clean their places after doing the activity

* This promotes health education

Sensitize the learners on the importance of environmental conservation by asking them to collect and store the remaining material for future use

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Learners to use digital devices to search the internet about properties of colour

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **PICTURE MAKING**

SUB STRAND: **PAINTING – properties of colour wheel**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Analyse the concepts of hue, intensity and value as properties of colour
* Illustrate tonal value using graduation strips
* Appreciate own and other’s work on properties of colour strips

**KEY INQUIRY QUESTION (S)**

Why is the chromatic grey used in creation of colour intensity?

What is the importance of painting a tonal value graduation strip?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg.39

Digital devices, colour wheel , paints , palletes, drawing books, water

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Ask oral questions about painting and colour wheel to introduce the lesson

Review the previous lesson about properties of colour

**LESSON DEVELOPMENT**

**STEP 1**

Organise learners in groups and distribute the materials required

Guide the learners through activity 8 – learner’s book page 39

**STEP 2**

Guide them to draw a graduation strip measuring about 7 cm by 1 cm, divide into seven equal squares

**STEP 3**

Start by painting the middle square with the pure colour of their choice

Paint the strip with different tints of the of the colour, with the colour gradually getting litter towards the right

Paint the strip with different shades of the colour, with the colour gradually getting darker towards the left

Ensure that the value graduation strip is painted neatly

Carry out discussions in class activities

* Communication and collaboration as learners work together

**STEP 4**

Learners to display their works and lead discussions on each other’s work

* Self efficacy as learners have deep affection of their artworks

**STEP 5**

Let learners to clean their places after doing the activity

* This promotes health education

Sensitize the learners on the importance of environmental conservation by asking them to collect and store the remaining material for future use

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Learners to use digital devices to search the internet about properties of colour

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **PICTURE MAKING**

SUB STRAND: **PAINTING – properties of colour wheel**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Analyse the concepts of hue, intensity and value as properties of colour
* Illustrate tonal value using graduation strips
* Appreciate own and other’s work on properties of colour strips

**KEY INQUIRY QUESTION (S)**

Why is the chromatic grey used in creation of colour intensity?

What is the importance of painting a tonal value graduation strip?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg.39

Digital devices, colour wheel , paints , palletes, drawing books, water

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Ask oral questions about painting and colour wheel to introduce the lesson

Review the previous lesson about properties of colour

**LESSON DEVELOPMENT**

**STEP 1**

Organise learners in groups and distribute the materials required

Guide the learners through activity 8 – learner’s book page 39

**STEP 2**

Guide them to draw a graduation strip measuring about 7 cm by 1 cm, divide into seven equal squares

**STEP 3**

Start by painting the middle square with the pure colour of their choice

Paint the strip with different tints of the of the colour, with the colour gradually getting litter towards the right

Paint the strip with different shades of the colour, with the colour gradually getting darker towards the left

Ensure that the value graduation strip is painted neatly

Carry out discussions in class activities

* Communication and collaboration as learners work together

**STEP 4**

Learners to display their works and lead discussions on each other’s work

* Self efficacy as learners have deep affection of their artworks

**STEP 5**

Let learners to clean their places after doing the activity

* This promotes health education

Sensitize the learners on the importance of environmental conservation by asking them to collect and store the remaining material for future use

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Learners to use digital devices to search the internet about properties of colour

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **MULTIMEDIA ARTS**

SUB STRAND: **Traditional 2D animation**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Analyse aspects of flip books with sample scenic backgroups
* Make a flipbook of moving object against simple scenic background
* Appreciate own and other’s flip book animation

**KEY INQUIRY QUESTION (S)**

How does the movement of the subject relate to the background?

Why does an object appear to move forward when the other object moves backwards?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg.42

Digital devices, sample flip books animation

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Introduce the lesson by asking learners to mention animated children’s show they know.

Tell them that the shows are made from drawn images that are animated to bring out movements.

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to search for the meaning of the term animation

**STEP 2**

Ask learners to observe the sample pictures in activity 1, learner’s book page 42

Let them discuss the pictures in groups.

* This promotes communication and collaboration

**STEP 3**

Guide them to observe actual and virtual samples of different types of animation

**STEP 4**

Guide the learners to analyse aspects of animation after viewing actual and virtual samples of book animations

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Use digital devices to search for more sample of flip book from the internet

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **MULTIMEDIA ARTS**

SUB STRAND: **Traditional 2D animation - flip book animation**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Analyse aspects of flip books with sample scenic backgroups
* Make a flipbook of moving object against simple scenic background
* Appreciate own and other’s flip book animation

**KEY INQUIRY QUESTION (S)**

How does the movement of the subject relate to the background?

Why does an object appear to move forward when the other object moves backwards?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg.42

Digital devices, sample flip books animation

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Introduce the lesson by asking learners to mention animated children’s show they know.

Tell them that the shows are made from drawn images that are animated to bring out movements.

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to search for the meaning of the term flip book

**STEP 2**

Ask learners to observe the sample of animation with different storylines in activity 1, learner’s book page 44/45

Let them discuss the pictures in groups.

* This promotes communication and collaboration

**STEP 3**

Guide them to observe actual and virtual samples of different types of animation

**STEP 4**

Guide the learners to analyse and discuss the storylines in the animation

**STEP 5**

Guide the learners to name some of tools and materials used when creating flip book animation

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Use digital devices to search for more sample of flip book from the internet

Ask learners to describe how to make a flip book animation

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **MULTIMEDIA ARTS**

SUB STRAND: making a flip book animation with scenic background

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Analyse aspects of flip book with simple backgrounds
* Make a flip book of a moving object against simple background
* Appreciate own and other’s flip book animations

**KEY INQUIRY QUESTION (S)**

How does the movement of the subject relate to the background?

Why does an object appear to move forward when the other object moves backwards?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg.42

Digital devices, sample flip books animation

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Start the lesson by reviewing the previous lesson on aspects of flip book animations

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to come up with a story line for the flip book animation.

**STEP 2**

Give or show the learners a flip book and allow them to study it in groups.

Ask them to describe how the flip book was created, that is colour, image and layout used on the flip book

* This enhances **critical thinking and problem solving**

Choose a few learners to share their discussions with the class

* This develops their communication skills and boosts their self efficacy

**STEP 3**

Guide through activity 4, learner’s book page 46

Learners to mention materials and tools need to prepare a flip book animation

Let them collect the materials so that they can use it in the next lesson

**STEP 4**

Learners to use digital devices to watch a video through the link provided by the teacher. Use the video to help the learners brainstorm how to make a flip book and the tools needed to make a flip book

* This promotes digital literacy

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Use digital devices to search for more sample of flip book from the internet

Ask learners to describe how to make a flip book animation

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **MULTIMEDIA ARTS**

SUB STRAND: making a flip book animation with scenic background

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Analyse aspects of flip book with simple backgrounds
* Make a flip book of a moving object against simple background
* Appreciate own and other’s flip book animations

**KEY INQUIRY QUESTION (S)**

How does the movement of the subject relate to the background?

Why does an object appear to move forward when the other object moves backwards?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg.42

Digital devices, sample flip books animation

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Start the lesson by reviewing the previous lesson on aspects of flip book animations

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners through activity 3, learner’s book page 45

* Trim and collate papers for a flip book
* Draw a sequence of a moving object focusing on

Creation of simple scenic background

Creation of sequence of one moving object

Creativity – storyline

* Try out the flipbooks by holding or clumping before binding
* Neatly bind their flip books by stapling or punching and tying

**STEP 2**

After demonstration by the teacher, Learners to carry out the activity of making flipbook animations with scenic background, Teacher to move round the class, assisting each learner individually, emphasize on creativity and experimentation

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Use digital devices to search for more sample of flip book from the internet

Ask learners to describe how to make a flip book animation

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **MULTIMEDIA ARTS**

SUB STRAND: making a flip book animation with scenic background

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Analyse aspects of flip book with simple backgrounds
* Make a flip book of a moving object against simple background
* Appreciate own and other’s flip book animations

**KEY INQUIRY QUESTION (S)**

How does the movement of the subject relate to the background?

Why does an object appear to move forward when the other object moves backwards?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg.42

Digital devices, sample flip books animation

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Start the lesson by reviewing the previous lesson on aspects of flip book animations

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners through activity 3, learner’s book page 45

* Trim and collate papers for a flip book
* Draw a sequence of a moving object focusing on

Creation of simple scenic background

Creation of sequence of one moving object

Creativity – storyline

* Try out the flipbooks by holding or clumping before binding
* Neatly bind their flip books by stapling or punching and tying

**STEP 2**

After demonstration by the teacher, Learners to carry out the activity of making flipbook animations with scenic background, Teacher to move round the class, assisting each learner individually, emphasize on creativity and experimentation

* This promotes imagination and creativity

Remind the learners to be careful when using sharp tools.

* This promotes safety education

**STEP 3**

Learners to display their work and critique each others’ work

* Self efficacy as learners deep affection of their artworks
* Value of respect is enhanced as learners share their comments

**STEP 4**

Let learners to clean their places after doing the activity

* This promotes health education

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Use digital devices to search for more sample of flip book from the internet

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **MULTIMEDIA ARTS**

SUB STRAND: making a flip book animation with scenic background

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Analyse aspects of Flip book with scenic backgrounds
* Manipulate the flip book to animate the moving object
* Appreciate own and other’s flip book animations

**KEY INQUIRY QUESTION (S)**

How do objects appear to move in flip book animation against a background?

Why is speed of flipping important in flip book animation?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg.49

Digital devices, sample flip books animation, pencils, rulers

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Start the lesson by reviewing the previous lesson of making a flip book animations

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners through activity 5, learner’s book page 49

Let the learners be in their groups

**STEP 2**

Guide learners to

* + In groups, manipulate their flip book
  + Watch each other’s flip book animations

**STEP 3**

Guide learners to

* Honestly talk about their own flip book animations
* Respectfully talk about other’s flip nook animation

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Use the flip book animation they made to entertain children in their neighbourhood

Use digital devices to search for more sample of flip book from the internet

Let them watch video of people manipulating flip book animation

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **MULTIMEDIA ARTS**

SUB STRAND: making a flip book animation with scenic background

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Analyse aspects of Flip book with scenic backgrounds
* Manipulate the flip book to animate the moving object
* Appreciate own and other’s flip book animations

**KEY INQUIRY QUESTION (S)**

How do objects appear to move in flip book animation against a background?

Why is speed of flipping important in flip book animation?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg.49

Digital devices, sample flip books animation, pencils, rulers

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Start the lesson by reviewing the previous lesson of making a flip book animations

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners through activity 5, learner’s book page 49

Let the learners be in their groups

**STEP 2**

Guide learners to

* + In groups, manipulate their flip book
  + Watch each other’s flip book animations

**STEP 3**

Guide learners to

* Honestly talk about their own flip book animations
* Respectfully talk about other’s flip nook animation

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Use the flip book animation they made to entertain children in their neighbourhood

Use digital devices to search for more sample of flip book from the internet

Let them watch video of people manipulating flip book animation

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **MULTIMEDIA ARTS**

SUB STRAND: **STENCIL PRINTING – TYPES OF PATTERNS**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify full repeats and alternate patterns in stencil printing
* Design a motif from inorganic shapes
* Appreciate own and other’s work

**KEY INQUIRY QUESTION (S)**

* How are motifs arranged in full and alternate repeat patterns?
* Why do we need a motif in stencil printing?
* What are some of the inorganic shapes in the environment?
* How can one create a motif from an organic shape?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg50

Digital devices, drawing papers, pencils, rulers, rubbers

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Introduce the lesson by asking learners to define the term stencil printing

Help them recall what they learners in Grade 6 and link their knowledge to the current lesson.

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners to observe the images in activity 1, learner’s book page 50

Use the questions below the images to guide learners in understanding the simple concept of stencil printing

**STEP 2**

Guide the learners in understanding the meaning of the terms stencil, stencil printing , pattern and motif

Use the samples of stencil and stencil printed work to aid in explaining

**STEP 3**

The teacher to give out samples of types of pattern (full repeat and alternate repeat)

Let them observe

Ask questions as the learners explore the samples

Discuss the motifs and how they are used to make patterns

Allow learners to discuss their observation and make own conclusions

Let them share their discussions

**STEP 3**

Teacher to explain the 2 types of pattern

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Learners to draw the motifs they were able to identify

**REFLECTION ON THE LESSON:**

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|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **MULTIMEDIA ARTS**

SUB STRAND: **STENCIL PRINTING –**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify full repeats and alternate patterns in stencil printing
* Design a motif from inorganic shapes
* Appreciate own and other’s work

**KEY INQUIRY QUESTION (S)**

* How are motifs arranged in full and alternate repeat patterns?
* Why do we need a motif in stencil printing?
* What are some of the inorganic shapes in the environment?
* How can one create a motif from an organic shape?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg50

Digital devices, drawing papers, pencils, rulers, rubbers

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify inorganic (geometric) shapes in the environment and from digital devices

Allow learners to name all the geometric shapes they know.

Add to the list if some are missing

Let them discuss the types of organic and inorganic shapes

**STEP 2**

Guide the learners to draw geometric shapes in their books

Learners should draw all kinds of geometric shapes

**STEP 3**

Guide the learners to identify and name materials and tools used in stencil printing

**STEP 4**

Let learners make designs from the geometric motifs they have drawn so that they can see how full repeats will appear

Gide the learners to make designs which are clear and not complicated for cutting out stencil

Let them paint the motif to see how it will look like in colour

Teacher to allow for experimentation and discovery during the activities

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Learners to draw the motifs they were able to identify

Use digital devices to search for more samples of stencil printed media

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **MULTIMEDIA ARTS**

SUB STRAND: **STENCIL PRINTING – making stencils from motifs based on organic (geometric) shapes**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify full repeats and alternate patterns in stencil printing
* Prepare a stencil with organic motifs for fabric decorations
* Appreciate own and other’s work

**KEY INQUIRY QUESTION (S)**

* How can one create a stencil from motifs
* What safety precautions should one observe when cutting stencils?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg 54

Digital devices, drawing papers, pencils, rulers, rubbers, samples of organic and inorganic shapes

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Introduce the lesson by reviewing the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to make designs from geometric motifs they have draw from the previous lesson

Let them see how full repeats will appear when printed

**STEP 2**

Distribute samples of stencils and ask key inquiry questions 1 on how to make paper stencil

Let the discuss about the paper stencils and printed patterns from the stencil

**STEP 3**

Guide the learners to transfer the motif on paper for making the stencil

Let them carefully cut out the motif

**STEP 4**

Sensitize on the importance of sharing and responsible teamwork during group work

Emphasise on safety precautions when using sharp cutting objects

* This promotes safety education

**STEP 5**

Learners to display their work and critique each others’ work

* Self efficacy as learners deep affection of their artworks
* Value of respect is enhanced as learners share their comments about pottery

Let learners to clean their places after doing the activity

* This promotes health education

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Learners to draw the motifs they were able to identify

Use digital devices to search for more samples of stencil printed media

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **MULTIMEDIA ARTS**

SUB STRAND: **STENCIL PRINTING – create an alternate pattern on fabric**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify full repeats and alternate patterns in stencil printing
* Create an alternate repeat stencil print pattern on s fabric
* Appreciate own and other’s work

**KEY INQUIRY QUESTION (S)**

* How can one print an alternate pattern using a stencil?
* How ca one avoid smudges when printing using a stencil?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg 59

Digital devices, drawing papers, pencils, rulers, rubbers, samples of organic and inorganic shapes

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Introduce the lesson by displaying sample stencils and the resulting alternate patterns

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to discuss ways of creating alternate patterns using a stencil

**STEP 2**

Distribute materials and tools need for the activity

**STEP 3**

Guide them to cut and distribute the fabrics

Let the fabrics be of different colours for variety

Sensitize on the importance of sharing and responsible teamwork during group work

Emphasise on safety precautions when using sharp cutting objects

* This promotes safety education

**STEP 4**

Guide the learners to

1. Prepare printing ink and the printing surface
2. Make of registration marks on the fabric
3. Place the stencil on the fabric
4. Print an alternate pattern on fabric using dabbing technique
5. Create clear and neat prints

**STEP 5**

Learners to display their work and critique each others’ work

* Self efficacy as learners deep affection of their artworks
* Value of respect is enhanced as learners share their comments about pottery

Let learners to clean their places after doing the activity

* This promotes health education

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Use digital devices to search for more samples of alternate on fabric suing stencil from the internet

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **MULTIMEDIA ARTS**

SUB STRAND: **STENCIL PRINTING – create an alternate pattern on fabric**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify full repeats and alternate patterns in stencil printing
* Create an alternate repeat stencil print pattern on s fabric
* Appreciate own and other’s work

**KEY INQUIRY QUESTION (S)**

* How can one print an alternate pattern using a stencil?
* How ca one avoid smudges when printing using a stencil?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg 59

Digital devices, drawing papers, pencils, rulers, rubbers, samples of organic and inorganic shapes

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Introduce the lesson by displaying sample stencils and the resulting alternate patterns

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to discuss ways of creating alternate patterns using a stencil

**STEP 2**

Distribute materials and tools need for the activity

**STEP 3**

Guide them to cut and distribute the fabrics

Let the fabrics be of different colours for variety

Sensitize on the importance of sharing and responsible teamwork during group work

Emphasise on safety precautions when using sharp cutting objects

* This promotes safety education

**STEP 4**

Guide the learners to

1. Prepare printing ink and the printing surface
2. Make of registration marks on the fabric
3. Place the stencil on the fabric
4. Print an alternate pattern on fabric using dabbing technique
5. Create clear and neat prints

**STEP 5**

Learners to display their work and critique each others’ work

* Self efficacy as learners deep affection of their artworks
* Value of respect is enhanced as learners share their comments about pottery

Let learners to clean their places after doing the activity

* This promotes health education

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Use digital devices to search for more samples of alternate on fabric suing stencil from the internet

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **MULTIMEDIA ARTS**

SUB STRAND: **PHOTOGRAPHY – Aspect of traditional human portraiture**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Explore aspects of traditional human portraiture using samples
* Take self portrait using digital devices
* Appreciate own and other’s work

**KEY INQUIRY QUESTION (S)**

* Why do we take photographs?
* What digital devices can be used to take photographs?
* How can you take a self portrait photographs?
* What aspects should you consider when taking traditional human portraiture?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg 62

Digital devices, pictures, printers, digital camera, mobile phones, magazines

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Introduce the lesson by asking the learners prompting questions about photography

Define the term photography

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners through activity 1, learner’s book page 62 and Let them study the portraits

Ask the learners to discuss and respond to the probing questions below the pictures

Let them discuss the term traditional human portrait

**STEP 2**

Guide the learners through activity 2, learner’s book page 64 to study the pictures and identify some of the aspects of human portraiture

**STEP 3**

Guide the learners to discuss the aspects of traditional human portraiture

**STEP 4**

Learners to present their findings to the class

Teacher to explain about the aspects of human portraiture

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Using digital camera learners to take pictures from different sceneries focusing on the different aspects of traditional human portraiture

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **MULTIMEDIA ARTS**

SUB STRAND: **PHOTOGRAPHY – features of a digital camera**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Explore aspects of traditional human portraiture using samples
* Take self portrait using digital devices
* Appreciate own and other’s work

**KEY INQUIRY QUESTION (S)**

* Why do we take photographs?
* What digital devices can be used to take photographs?
* How can you take a self portrait photographs?
* What aspects should you consider when taking traditional human portraiture?

**LEARNING RESOURCES**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg 62

Digital devices, pictures, printers, digital camera, mobile phones, magazines

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Introduce the lesson by asking the learners prompting questions about photography

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners through activity 1, learner’s book page 62 and Let them study the portraits

Ask the learners to discuss and respond to the probing questions below the pictures

Let them discuss the term traditional human portrait

Guide the learners through activity 2, learner’s book page 64 to study the pictures and identify some of the aspects of human portraiture

Guide the learners to discuss the aspects of traditional human portraiture

**STEP 2**

Learners to present their findings to the class

Teacher to explain about the aspects of human portraiture

**STEP 3**

Teacher to display picture/photographs of digital devices for taking self portraits

Teacher also display various real digital devices to class for them to observe and interact with

**STEP 4**

Guide the learners to identify and select digital devices that can be used to take self portraits

Guide the learners to explore the settings of a digital camera

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Using digital camera learners to take pictures from different sceneries focusing on the different aspects of traditional human portraiture

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **MULTIMEDIA ARTS**

SUB STRAND: **PHOTOGRAPHY – taking self portrait using digital camera**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Explore aspects of traditional human portraiture using samples
* Take self portrait using digital devices
* Appreciate own and other’s work

**KEY INQUIRY QUESTION (S)**

* How can you develop a creative portrait?
* How can you ensure clarity of images when taking self portrait?

**LEARNING RESOURCE**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg 65

Digital devices, pictures, printers, digital camera, mobile phones, magazines

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Introduce the lesson by asking the learners prompting questions about aspect of traditional human portraiture

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify digital devices they will use for this activity

**STEP 2**

Teacher to demonstrate the process of taking a self portrait using the digital devices as the learners observe

**STEP 3**

In pairs, learners to take self portraits using digital devices

Let them follow the suggested procedure as outline in activity 4 learner’s book page 68

**STEP 4**

Teacher to emphasise on various aspects to consider when taking the photographs and elements of photography

**STEP 5**

Learners to display/or share the photograph’s that they have taken with others

Let them review and critique the pictures they have taken

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Using digital camera learners to take pictures from different sceneries focusing on the different aspects of traditional human portraiture

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **MULTIMEDIA ARTS**

SUB STRAND: **PHOTOGRAPHY – taking self portrait using digital camera**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Explore aspects of traditional human portraiture using samples
* Take self portrait using digital devices
* Appreciate own and other’s work

**KEY INQUIRY QUESTION (S)**

* How can you develop a creative portrait?
* How can you ensure clarity of images when taking self portrait?

**LEARNING RESOURCE**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg 65

Digital devices, pictures, printers, digital camera, mobile phones, magazines

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Introduce the lesson by asking the learners prompting questions about aspect of traditional human portraiture

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify digital devices they will use for this activity

**STEP 2**

Teacher to demonstrate the process of taking a self portrait using the digital devices as the learners observe

**STEP 3**

In pairs, learners to take self portraits using digital devices

Let them follow the suggested procedure as outline in activity 4 learner’s book page 68

**STEP 4**

Teacher to emphasise on various aspects to consider when taking the photographs and elements of photography

**STEP 5**

Learners to display/or share the photograph’s that they have taken with others

Let them review and critique the pictures they have taken

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Using digital camera learners to take pictures from different sceneries focusing on the different aspects of traditional human portraiture

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **MULTIMEDIA ARTS**

SUB STRAND: **PHOTOGRAPHY – editing images by cropping**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Explore aspects of traditional human portraiture using samples
* Apply ICT skills to edit captured photographs
* Appreciate own and other’s photographs taken using digital devices

**KEY INQUIRY QUESTION (S)**

* Why do we edit images?
* How can you edit an image?

**LEARNING RESOURCE**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg 68

Digital devices, pictures, printers, digital camera, mobile phones, magazines

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Introduce the lesson by asking the learners prompting questions about aspect of traditional human portraiture

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to displaying and discussing edited and unedited images

**STEP 2**

Discuss key inquiry questions 1, reasons for editing pictures

**STEP 3**

Learners to switch on their digital devices and retrieve the images they had saved in their digital devices

**STEP 4**

Guide the learners through activity 5, learner’s book page 70, in pairs learners to

1. Identify and select the images they would like to edit
2. Crop the image and save the changes

**STEP 5**

Learners to display/or share the photograph’s that they have edited

Let them review and critique the pictures they have edited

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Using digital camera learners to take pictures from different sceneries focusing on the different aspects of traditional human portraiture

Edit the pictures

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | DATE | TIME | ROLL |
|  | 7 | VISUAL ARTS | / /23 |  |  |

STRAND: **MULTIMEDIA ARTS**

SUB STRAND: **PHOTOGRAPHY – editing images by adding effects**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Explore aspects of traditional human portraiture using samples
* Apply ICT skills to edit captured photographs
* Appreciate own and other’s photographs taken using digital devices

**KEY INQUIRY QUESTION (S)**

* How can you edit an image by adding visual effects?

**LEARNING RESOURCE**

KLB TOP SCHOLAR Visual arts Grade. 7 learner’s book Pg 69

Digital devices, pictures, printers, digital camera, mobile phones, magazines

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Introduce the lesson by asking the learners prompting questions about aspect of traditional human portraiture

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to displaying and discussing samples of images with different visual effects

**STEP 2**

Discuss key inquiry questions, How can you edit an image by adding visual effects?

**STEP 3**

Learners to switch on their digital devices and retrieve the images they had saved in their digital devices

**STEP 4**

Guide the learners through activity 6, learner’s book page 70, in pair’s learners to

1. Identify and select the portraits photographs to edit
2. Let them add visual effect and experiment out with various visual effects
3. Save the changes

**STEP 5**

Learners to display/or share the photograph’s that they have added visual effects

Let them review and critique the pictures

**CONCLUSION:**

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

**EXTENDED ACTIVITIES:**

Using digital camera learners to take pictures from different sceneries focusing on the different aspects of traditional human portraiture

Edit the pictures by adding visual effects

**REFLECTION ON THE LESSON:**

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