**BOOKMARK ART AND CRAFT ACTIVITIES GRADE FIVE SCHEMES OF WORK TERM 3**

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| **Wk** |  | **Ls n** | **Strand/The me** | **Sub strand** | **Specific learning outcomes** | **Key inquiry Questions** | **Learning experiences** | **Learning Resources** | **Assessment methods** | **Ref l** |
| **1** | | **1** | **DESIGN, MIXED MEDIA AND TECHNOLOG Y** | **Graphic Design:** *Decorating letters using various techniques* | By the end of the lesson  the learner should be able to   1. Design and construct 3D Roman block letters to acquire lettering skill 2. Decorate the Roman block letters to create a 3D effect for self-expression 3. Appreciate own and others lettering | How are Roman block letters constructed?  Which tools are used in constructing letters?  What do you understand by 3D letters?  What methods can be used in decorating letters to enhance 3 dimensional effects? | Learners guide:   * In groups to observe different types of letters in groups design and cut out stencils of lowercase and uppercase letters. * Individually design and construct Roman block letters to write out their names * Decorate the letter to create a 3D effect using varied technique for example: ***Coloring, painting, cross hatching, dotting, texturing, shading, sticking objects*** * Display and talk about own and others work | Plain papers, rulers, pencils, crayons, paint brushes, water colours, poster *Bookmark Art and Craft Learners Bk.*  *Grade 5 Pg. 59-60*  *Bookmark Art and Craft Grade 5 TG Pg. 70-71* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | | **2** |  | **Graphic Design:** *Display work done* | By the end of the lesson  the learner should be able to   1. Decorate the Roman block letters to create a 3D effect for self-expression 2. Display work done on the board and talk about others work 3. Appreciate own and others lettering | How are Roman block letters constructed?  Which tools are used in constructing letters?  What do you understand by 3D letters?  What methods can be used in decorating letters to enhance 3 dimensional effects? | Learners guide:   * In groups to observe different types of letters in groups design and cut out stencils of lowercase and uppercase letters. * Individually design and construct Roman block letters to write out their names * Decorate the letter to create a 3D effect using varied technique for example: ***Coloring, painting, cross hatching, dotting,*** | Plain papers, rulers, pencils, crayons, paint brushes, water colours, poster *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 62*  *Bookmark Art and Craft Grade 5 TG Pg. 72* | * Question and answer Portfolio Discussion, Observation Demonstration |  |

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|  |  |  |  |  |  | ***texturing, shading, sticking objects***  - Display and talk about own  and others work |  |  |  |
| **2** | **1** |  | **Bok Craft:** Book jacket | By the end of the lesson  the learner should be able to   1. Observe actual and digital samples of book jackets for motivation in making their own. 2. Explain the fabric methods used in creating book jacket 3. Appraise own and others work | What fabric methods can we use to decorate book jacket?  How can we attach decorated fabric onto the book jacket? | Lerner is guided:   * In groups to observe actual and digital samples of book jacket in groups. * Measure, mark and cut the dimensions of the book jacket * Create and design on fabric using applique method (stitching and sticking) * Attach the decorative applique design onto the book jacket. * Display and talk about own and others work | Actual and virtual samples of book jackets  Digital devices *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 62* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  |  |  |  | *Bookmark Art and Craft Grade 5 TG Pg. 75* |
|  | **2** |  | **Bok Craft:** *Measuring and cutting the book jacket* | By the end of the lesson  the learner should be able to   1. Measure and cut the book jacket appropriately 2. Observe safety while using the materials 3. Appraise own and others work | What fabric methods can we use to decorate book jacket?  How can we attach decorated fabric onto the book jacket? | Lerner is guided:   * In groups to observe actual and digital samples of book jacket in groups. * Measure, mark and cut the dimensions of the book jacket * Create and design on fabric using applique method (stitching and sticking) * Attach the decorative applique design onto the book jacket. * Display and talk about own and others work | A pair of scissors , pencils, ruler, piece of hard paper such as manila  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 62-63* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  |  |  | *Bookmark Art and Craft Grade 5 TG Pg. 75-76* |
| **3** | **1** |  | **Bok Craft:** *Measuring and cutting the book jacket* | By the end of the lesson  the learner should be able to   1. Measure and cut the book jacket appropriately 2. Observe safety while using the materials 3. Appraise own and others work | What fabric methods can we use to decorate book jacket?  How can we attach decorated fabric onto the book jacket? | Lerner is guided:   * In groups to observe actual and digital samples of book jacket in groups. * Measure, mark and cut the dimensions of the book jacket * Create and design on fabric using applique method (stitching and sticking) | A pair of scissors , pencils, ruler, piece of hard paper such as manila  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 62-63* | * Question and answer Portfolio Discussion, Observation Demonstration |  |

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|  |  |  |  |  |  | * Attach the decorative applique design onto the book jacket. * Display and talk about own and others work | *Bookmark Art and Craft Grade 5 TG Pg. 75-76* |  |  |
|  | **2** |  | **Bok Craft:** | By the end of the lesson  the learner should be able to   1. Observe actual and digital samples of book jackets for motivation in making their own. 2. Create an applique design for decorating the book jacket. 3. Decorate the book jacket using applique technique 4. Appraise own and others work | What fabric methods can we use to decorate book jacket?  How can we attach decorated fabric onto the book jacket? | Lerner is guided:   * In groups to observe actual and digital samples of book jacket in groups. * Measure, mark and cut the dimensions of the book jacket * Create and design on fabric using applique method (stitching and sticking) * Attach the decorative applique design onto the book jacket. * Display and talk about own and others work | Assorted fabric A pair of scissors Sewing thread Needle  Glue  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 64-66*  *Bookmark Art and Craft Grade 5 TG Pg. 76-78* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | *Making the* |
|  | *applique and* |
|  | *attaching to* |
|  | *the book* |
|  | *cover* |
| **4** | **1** |  | **Bok Craft:** | By the end of the lesson  the learner should be able to   1. Observe actual and digital samples of book jackets for motivation in making their own. 2. Create an applique design for decorating the book jacket. 3. Decorate the book jacket using applique technique 4. Appraise own and others work | What fabric methods can we use to decorate book jacket?  How can we attach decorated fabric onto the book jacket? | Lerner is guided:   * In groups to observe actual and digital samples of book jacket in groups. * Measure, mark and cut the dimensions of the book jacket * Create and design on fabric using applique method (stitching and sticking) * Attach the decorative applique design onto the book jacket. * Display and talk about own and others work | Assorted fabric A pair of scissors Sewing thread Needle  Glue *Bookmark Art and Craft Learners Bk.*  *Grade 5 Pg. 64-66*  *Bookmark Art and Craft Grade 5 TG Pg. 76-78* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  |  | *Making the* |
|  |  | *applique and* |
|  |  | *attaching to* |
|  |  | *the book* |
|  |  | *cover* |
|  | **2** |  | **Bok Craft:** *Display of work done* | By the end of the lesson  the learner should be able to   1. Observe actual and digital samples of book jackets for motivation in making their own. 2. Create an applique design for decorating the book jacket. 3. Decorate the book jacket using applique technique | What fabric methods can we use to decorate book jacket? | Lerner is guided:   * In groups to observe actual and digital samples of book jacket in groups. * Measure, mark and cut the dimensions of the book jacket * Create and design on fabric   using applique method (stitching and sticking) | Display space *Bookmark Art and Craft Learners Bk.*  *Grade 5 Pg. 67* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  |  | How can we attach  decorated fabric onto the book jacket? | *Bookmark Art and Craft Grade 5 TG Pg. 78* |

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|  |  |  |  | d. Appraise own and others work |  | * Attach the decorative applique design onto the book jacket. * Display and talk about own and others work |  |  |  |
| **5** | **1** |  | **Puppetry:**  *Marionette* | By the end of the lesson  the learner should be able to   1. Identify samples of marionettes and samples from e-resources to differentiate the types of puppets 2. Explain the meaning of the term marionette 3. Critique own and others marionettes and performance | How does one join the movable parts of a marionette?  How are marionettes operated?  What is the difference  between marionettes and glove puppets? | Learner is guided:   * In groups to observe and identify actual or digital samples of marionettes in groups. * Perform a singing game using marionette. * Critique own and other groups marionette performance of a singing game | Actual and virtual samples of Marionettes Digital devices Marionettes *Bookmark Art and Craft Learners Bk.*  *Grade 5 Pg. 68* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  |  |  |  | *Bookmark Art and*  *Craft Grade 5 TG Pg. 82* |
|  | **2** |  | **Puppetry: Making a** *Marionette* | By the end of the lesson  the learner should be able to   1. Identify samples of marionettes and samples from e-resources to differentiate the types of puppets 2. Make a marionette using carving, construction and assemblage techniques to be used for entertainment 3. Critique own and others marionettes and performance | How does one join the movable parts of a marionette?  How are marionettes operated?  What is the difference between marionettes and glove puppets? | Learner is guided:   * In groups to observe and identify actual or digital samples of marionettes in groups. * In groups make marionette using construction and assemblage techniques. * Perform a singing game using marionette. * Critique own and other groups marionette performance of a singing game | A hard paper Strings  2 pieces of wooden rods Water colours Paint brush Piece of copper wire  A pencil  A pair of scissors *Bookmark Art and Craft Learners Bk.*  *Grade 5 Pg. 70-73* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  |  |  | *Bookmark Art and Craft Grade 5 TG*  *Pg. 83-84* |
| **6** | **1** |  | **Puppetry:** *Operating a marionette* | By the end of the lesson  the learner should be able to   1. Make a marionette using carving, construction and assemblage techniques to be used for entertainment 2. Perform a singing game using a marionette for enjoyment. | How does one join  the movable parts of a marionette?  How are marionettes operated? | Learner is guided:   * In groups to observe and identify actual or digital samples of marionettes in groups. * Perform a singing game using marionette. * Critique own and other groups marionette | A hard paper  Strings  2 pieces of wooden rods Water colours Paint brush Piece of copper wire  A pencil | * Question and answer   Portfolio Discussion, Observation Demonstration |  |

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|  |  |  |  | c. Critique own and others marionettes and performance | What is the difference between marionettes and glove puppets? | performance of a singing game | A pair of scissors *Bookmark Art and Craft Learners Bk.*  *Grade 5 Pg. 73*  *Bookmark Art and*  *Craft Grade 5 TG Pg. 83-84* |  |  |
|  | **2** |  | **Puppetry:** *Display of work done* | By the end of the lesson  the learner should be able to   1. Display their completed marionettes 2. Explain the difference between marionettes and glove puppets 3. Critique own and others marionettes and performance | How does one join the movable parts of a marionette?  How are marionettes operated? | Learner is guided:   * In groups to observe and identify actual or digital samples of marionettes in groups. * In groups make marionette using construction and assemblage techniques. * Perform a singing game using marionette. * Critique own and other groups marionette performance of a singing   game | Display space Completed marionette *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 75* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  |  | What is the difference between marionettes and glove puppets? | *Bookmark Art and Craft Grade 5 TG Pg. 85-86* |
| **7** | **1** |  | **Photography**  **:** Actual and virtual samples | By the end of the lesson  the learner should be able to   1. Study photographs from actual and virtual sources to identify the elements of photography 2. Discuss factors one should focus on when taking a photograph 3. Critique own and others photographs. | What makes a good photograph?  Why should one focus when taking a photograph? | Learners guided:   * In groups to study photographs from actual and virtual environment to identify centre of interest, appropriate background and creative view point. * Individually take photographs on PCI themes with emphasis on the elements of photography for example:   **Focus**  *Background, image quality, centre of interest* | Photo camera, animation, photo stories.  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 74-75* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  |  |  | How does lighting | *Bookmark Art and* |
|  |  |  | affect photography? | *Craft Grade 5 TG*  *Pg. 88-89* |
|  |  |  | What happens when  you change the view |  |
|  |  |  | point when taking photography? |  |
|  | **2** |  | **Photography**  **:**  Photographs on PCI themes | By the end of the lesson  the learner should be able to   1. Explain how lighting affect photography 2. Take photographs on themes based on Pertinent and contemporary issues with | What makes a good photograph?  Why should one focus when taking a photograph? | Learners guided:  - In groups to study photographs from actual and virtual environment to identify centre of interest,  appropriate background and creative view point. | Photo camera, animation, photo stories.  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 75-78* | * Question and answer Portfolio Discussion, Observation Demonstration |  |

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|  |  |  |  | emphasis on the elements of photography.  c. Critique own and others photographs. | How does lighting affect photography?  What happens when you change the view point when taking photography? | * Individually take photographs on PCI themes with emphasis on the elements of photography for example:   **Viewpoint**  *3-views perspective, lighting, framing (placement of forms within the frame), composition.*   * Display and critique own and other’s photographs | *Bookmark Art and Craft Grade 5 TG Pg. 89-92* |  |  |
| **8** | **1** | **PRESENTATI ON AND EXHIBITION** | **Mounting artwork:** Window mounting **– mounting artwork** | By the end of the lesson  the learner should be able to   1. Discuss samples of mounted work to demonstrate the process of window mounting technique 2. State ways in which art contribute to the economic development of the nation 3. Critique own and others works | What unconventional  surfaces can be used to mount 2D artwork?  Where can one display artwork?  How can art contribute to the economic development of the nation? | Learner is guided:   * In groups to discuss samples of mounted work to demonstrate understanding of the process of window mounting technique * In groups to identify and select conventional and unconventional surfaces and the use for mounting 2D artwork which include: *Conventional various papers*   *Unconventional –Hessian,*  *plastic, hardboard, soft board or canvas* | Window mounted  art  Pencil papers Cutting tools such as blade, adhesive *Bookmark Art and Craft Learners Bk.*  *Grade 5 Pg. 82*  *Bookmark Art and Craft Grade 5 TG Pg. 96* | * Question and   answer Portfolio Discussion, Observation Demonstration |  |
|  | **2** |  | **Mounting artwork:** *Window mounting using conventional and unconventio nal surfaces* | By the end of the lesson  the learner should be able to   1. Discuss samples of mounted work to demonstrate the process of window mounting technique 2. Mount two dimensional artwork on unconventional and conventional surfaces using window technique for aesthetic presentation 3. Critique own and others works | What unconventional surfaces can be used to mount 2D artwork?  Where can one display artwork?  How can art contribute to the economic development of the nation? | Learner is guided:   * In groups to discuss samples of mounted work to demonstrate understanding of the process of window mounting technique * In groups to identify and select conventional and unconventional surfaces and the use for mounting 2D artwork which include: *Conventional various*   *papers* | Window mounted art  Pencil papers Cutting tools such as blade, adhesive *Bookmark Art and Craft Learners Bk.*  *Grade 5 Pg. 82-87*  *Bookmark Art and Craft Grade 5 TG Pg. 96-99* | * Question and answer Portfolio Discussion, Observation Demonstration |  |

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|  |  |  |  |  |  | *Unconventional –Hessian, plastic, hardboard, soft*  *board or canvas* |  |  |  |
| **9** | **1** |  | **Mounting artwork:** *Window mounting using conventional and unconventio nal surfaces* | By the end of the lesson  the learner should be able to   1. Discuss samples of mounted work to demonstrate the process of window mounting technique 2. Mount two dimensional artwork on unconventional and conventional surfaces using window technique for aesthetic presentation 3. Discuss job opportunities associated with talent in art and craft. 4. Critique own and others works | What unconventional surfaces can be used to mount 2D artwork?  Where can one display artwork?  How can art contribute to the economic development of the nation? | * Mount 2D artworks on unconventional surfaces using window techniques for aesthetics and preservation of their work. * In groups to discuss possible job opportunities associated with talent in Art and Craft. * Display and critique own and others work | Window mounted art  Pencil papers Cutting tools such as blade, adhesive *Bookmark Art and Craft Learners Bk.*  *Grade 5 Pg. 82-87*  *Bookmark Art and Craft Grade 5 TG Pg. 96-99* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **2** |  | **Exhibition skills:** 2D and 3D artwork Exhibition | By the end of the lesson  the learner should be able to   1. Discuss samples to demonstrate understanding of placement and labelling of two and three dimensional artworks. 2. State reasons why we consider space during and exhibition 3. Appreciate own and others’ works | How do we display artwork?  Why do we consider the space during exhibition?  Which business can one start to generate income using art skills? | Learner is guided to:   * Discuss samples to demonstrate understanding of placement and labelling of 2D and 3D artworks. * Display own artwork paying attention to:   + *Use of space/- placement of artwork.*   + *Colour contrast of the background.*   + *Labelling for aesthetic presentation.* | Variety of 2D artwork, variety of 3D artwork, rulers, adhesives, pens, paper, strings, ropes *Bookmark Art*  *and Craft Learners Bk. Grade 5 Pg. 88*  *Bookmark Art and*  *Craft Grade 5 TG Pg. 100-101* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
| **10** | **1** |  | **Exhibition skills:** 2D and 3D artwork Exhibition – *Displaying artwork in an exhibition space* | By the end of the lesson  the learner should be able to   1. Display own two or three dimensional artworks considering use of space, placement and labelling for aesthetic presentation. 2. Identify Art business ideas and opportunities to generate income. 3. Appreciate own and others’ works | How do we display artwork?  Why do we consider the space during exhibition?  Which business can one start to generate income using art skills? | Learner is guided to:   * In groups to identify Art business ideas and opportunities to generate income. * Comment on own and others’ work. | Variety of 2D artwork, variety of 3D artwork, rulers, adhesives, pens, paper, strings, ropes *Bookmark Art*  *and Craft Learners Bk. Grade 5 Pg. 89-92* | * Question and answer Portfolio Discussion, Observation Demonstration |  |

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|  | 2 | ASSESSMENT | | | | | | | |