**BOOKMARK ART AND CRAFT ACTIVITIES.**

**GRADE FIVE SCHEMES OF WORK TERM 1**

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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** | **PICTURE** | **Drawing –** | By the end of the lesson  the learner should be able to   1. Observe actual and virtual samples of still life compositions of fruits 2. Define the term still life drawing 3. Talk about own and others still life compositions | How do one create 3D effect in drawing using smudging?  How does one create texture in drawing?  What determines the paper layout in still  life drawing? | The learner is guided:   * In groups to observe actual and virtual samples of still life compositions * Individually create a still life comprising of assorted fruits (three) using smudge technique to show light and dark effect with emphasis on the following principles: *Balance, proportion, rhythm and movement* * **Elements of art**: *Line, Texture, Value, form* * Talk about own and others still life compositions. | Digital Devices Samples of artwork showing still life composition of fruits  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 1-2* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | |  | **MAKING** | samples of |
|  | |  | **TECHNIQUE**  **S** | still-life composition |
|  | |  |  | of fruits |
|  | |  |  |  |  | *Bookmark Art and Craft Grade 5 TG Pg. 1-4* |
|  | | **2** |  | **Drawing –** | By the end of the lesson  the learner should be able to   1. Observe actual and virtual samples of still life compositions of fruits 2. Define the term still life drawing 3. Talk about own and others still life compositions | How do one create 3D effect in drawing using smudging?  How does one create texture in drawing?  What determines the paper layout in still life drawing? | The learner is guided:   * In groups to observe actual and virtual samples of still life compositions * Individually create a still life comprising of assorted fruits (three) using smudge technique to show light and dark effect with emphasis on the following principles: *Balance, proportion, rhythm and movement* * **Elements of art**: *Line, Texture, Value, form* * Talk about own and others   still life compositions. | Digital Devices Samples of artwork showing still life composition of fruits  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 1-2* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | samples of |
|  | still-life |
|  | composition |
|  | of fruits |
|  |  |  | *Bookmark Art and Craft Grade 5 TG Pg. 1-4* |
| **2** | | **1** |  | **Drawing –**  *still life* | By the end of the lesson  the learner should be able to  a. State the elements of art | How do one create 3D effect in drawing using smudging? | The learner is guided: | Drawing paper or book  A sharpener | * Question and   answer Portfolio |  |
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|  |  |  | *composition of fruits* | 1. Create a still life composition technique to show light and dark effect 2. Talk about own and others still life compositions 3. Appreciate the importance of drawing | How does one create texture in drawing?  What determines the paper layout in still life drawing? | * In groups to observe actual and virtual samples of still life compositions * Individually create a still life comprising of assorted fruits (three) using smudge technique to show light and dark effect with emphasis on the following principles: *Balance, proportion, rhythm and movement* * **Elements of art**: *Line, Texture, Value, form* * Talk about own and others still life compositions. | Eraser  Piece of cotton wool or tissue *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 3-5* | Discussion, Observation Demonstration |  |
|  |  | *Bookmark Art and Craft Grade 5 TG Pg. 4-5* |  |
|  | **2** |  | **Drawing –** *display of still life composition s* | By the end of the lesson  the learner should be able to   1. Display their drawn still life compositions 2. Talk about own and others still life compositions 3. Appreciate the importance of drawing | How do one create 3D effect in drawing using smudging?  How does one create texture in drawing? | The learner is guided:   * In groups to observe actual and virtual samples of still life compositions * Individually create a still life comprising of assorted fruits (three) using smudge technique to show light and dark effect with emphasis on the following principles: *Balance, proportion, rhythm and movement* * **Elements of art**: *Line, Texture, Value, form* * Talk about own and others still life compositions. | Finished still life drawing  Display surfaces *Bookmark Art and Craft Learners Bk.*  *Grade 5 Pg. 6* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  |  | What determines the  paper layout in still life drawing? | *Bookmark Art and Craft Grade 5 TG Pg. 5-6* |
| **3** | **1** |  | **Cross** | By the end of the lesson  the learner should be able to   1. Observe and identify actual or virtual samples of cross hatching techniques used in drawing cylindrical forms 2. Draw two overlapped cylindrical forms and shade using cross hatching technique to create light and dark effect. 3. Appreciate own and others work | How do you overlap objects when drawing?  What is the effect of cross hatching lines   * Closely? * Sparsely? | The learner is guided:   * In groups to observe and identify samples of cross hatching techniques used in drawing cylindrical forms. * Individually to draw two overlapping cylindrical forms from memory with emphasis on:   + *Uses of space*   + *Balance forms*   + *Proportion of forms*   + *Variation of lines* | Digital devices Samples of artwork *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 7*  *Bookmark Art and Craft Grade 5 TG Pg. 9-10* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  |  | **hatching** |
|  |  | **technique –** |
|  |  | *samples of* |
|  |  | *cross-* |
|  |  | *hatched* |
|  |  | *cylindrical* |
|  |  | *forms* |

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|  | **2** |  | **Cross** | By the end of the lesson  the learner should be able to   1. Observe and identify actual or virtual samples of cross hatching techniques used in drawing cylindrical forms 2. Draw two overlapped cylindrical forms and shade using cross hatching technique to create light and dark effect. 3. Appreciate own and others work | How do you overlap objects when drawing?  What is the effect of cross hatching lines   * Closely? * Sparsely? | The learner is guided:   * In groups to observe and identify samples of cross hatching techniques used in drawing cylindrical forms. * Individually to draw two overlapping cylindrical forms from memory with emphasis on:   + *Uses of space*   + *Balance forms*   + *Proportion of forms*   + *Variation of lines* | Digital devices Samples of artwork *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 7*  *Bookmark Art and Craft Grade 5 TG Pg. 9-10* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **hatching** |
|  | **technique -** |
|  | *samples of* |
|  | *cross-* |
|  | *hatched* |
|  | *cylindrical* |
|  | *forms* |
| **4** | **1** |  | **Cross** | By the end of the lesson  the learner should be able to   1. State the effects of cross hatching 2. Use varied lines to create light and dark effect on cylindrical forms by crosshatching 3. Appreciate own and others work | How do you overlap objects when drawing?  What is the effect of cross hatching lines   * Closely? * Sparsely? | The learner is guided:   * To use varied lines in creating light and dark effect on the cylindrical forms by cross hatching: * Closely spaced lines for dark effect * Scarcely spaced lines for light effect. * Display and discuss own and others’ work | A drawing paper A sharpener Eraser *Bookmark Art and Craft Learners Bk.*  *Grade 5 Pg. 8-10*  *Bookmark Art and Craft Grade 5 TG Pg. 11-12* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  |  | **hatching** |
|  |  | **technique –** |
|  |  | *still-life* |
|  |  | *composition* |
|  |  | *of cylindrical* |
|  |  | *forms* |
|  | **2** |  | **Cross hatching technique –** *display of work done* | By the end of the lesson  the learner should be able to   1. State the effects of cross hatching 2. Display drawn still life compositions 3. Appreciate own and others work | How do you overlap objects when drawing?  What is the effect of cross hatching lines   * Closely? * Sparsely? | The learner is guided:   * To use varied lines in creating light and dark effect on the cylindrical forms by cross hatching: * Closely spaced lines for dark effect * Scarcely spaced lines for light effect. * Display and discuss own and others’ work | Finished still life drawing of cylindrical forms Display surfaces *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 10* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  |  |  | *Bookmark Art and*  *Craft Grade 5 TG Pg. 13-14* |
| **5** | **1** |  | **Crayon** | By the end of the lesson  the learner should be able to   1. Identify samples of crayon etching compositions in the actual or virtual environment 2. Explain ways of creating depth in crayon etching 3. Appraise own and others’ artwork | What can you use to  scratch off ink/print in crayon etching?  How can you create depth in crayon etching?  How can one overlay in crayon etching? | Learners guided:   * In groups to observe and identify crayon etched samples in the physical and virtual environment. * In groups to make crayons using bees wax or paraffin wax and pigment. * Individually create a simple pictorial composition using | Digital devices  Samples of actual and pictures of wax crayons *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 12* | * Question and answer Portfolio   Discussion, Observation Demonstration |  |
|  |  | **etching:** |
|  |  | **Making wax** |
|  |  | **crayons –** |
|  |  | *samples of* |
|  |  | *crayon* |
|  |  | *etched* |
|  |  | *composition* |
|  |  | *s* |

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|  |  |  |  |  | How can one make wax crayons using  locally available materials? | the prepared crayons, Indian ink or black pigment.  - | *Bookmark Art and Craft Grade 5 TG Pg. 15-18* |  |  |
|  | **2** |  | **Crayon** | By the end of the lesson  the learner should be able to   1. Identify samples of crayon etching compositions in the actual or virtual environment 2. Observe samples of homemade wax crayons 3. Appraise own and others’ artwork | What can you use to scratch off ink/print in crayon etching?  How can you create depth in crayon etching?  How can one overlay in crayon etching?  How can one make wax crayons using  locally available materials? | Learners guided:   * In groups to observe and identify crayon etched samples in the physical and virtual environment. * In groups to make crayons using bees wax or paraffin wax and pigment. * Individually create a simple pictorial composition using the prepared crayons, Indian ink or black pigment.   - | Card making, creating paintings, puppetry and animation, photo stories.  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 12-14*  *Bookmark Art and Craft Grade 5 TG Pg. 18* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **etching:** |
|  | **Making wax** |
|  | **crayons –** |
|  | *samples of* |
|  | *homemade* |
|  | *wax crayons* |
| **6** | **1** |  | **Crayon etching:** *Making wax crayons* **–** | By the end of the lesson  the learner should be able to   1. Make wax crayons using bees wax or paraffin wax and pigment to use in creating crayon etched pictorial compositions 2. Create a crayon etched pictorial composition for self- expressions. 3. Appraise own and others’ artwork | What can you use to scratch off ink/print in crayon etching?  How can you create depth in crayon etching?  How can one overlay in crayon etching?  How can one make wax crayons using locally available  materials? | Learners guided:   * In groups to observe and identify crayon etched samples in the physical and virtual environment. * In groups to make crayons using bees wax or paraffin wax and pigment. * Individually create a simple pictorial composition using the prepared crayons, Indian ink or black pigment.   - | Paraffin wax or beeswax Cooking pan Powder pain Rolled up paper Modelling clay Cutting tools Newspaper to protect the working space *Bookmark Art and Craft Learners Bk.*  *Grade 5 Pg. 13-15* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  |  |  |  | *Bookmark Art and*  *Craft Grade 5 TG Pg. 19-21* |
|  | **2** |  | **Crayon** | By the end of the lesson  the learner should be able to  a. Make wax crayons using bees wax or paraffin wax and pigment to use in creating crayon etched pictorial compositions | What can you use to scratch off ink/print in crayon etching?  How can you create depth in crayon etching? | Learners guided:  - In groups to observe and identify crayon etched samples in the physical and virtual environment. | Paper, coloured craoyns, brush, scratching tool, soft rag, masking tape, black Indian ink | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **etching:** |
|  | *Making* |
|  | *crayon* |
|  | *etched* |
|  | *pictorial* |
|  | *composition* |

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|  |  |  |  | 1. Create a crayon etched pictorial composition for self- expressions. 2. Appraise own and others’ artwork | How can one overlay in crayon etching?  How can one make wax crayons using locally available materials? | * In groups to make crayons using bees wax or paraffin wax and pigment. * Individually create a simple pictorial composition using the prepared crayons, Indian ink or black pigment.   - | *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 16-17*  *Bookmark Art and Craft Grade 5 TG Pg. 21-24* |  |  |
| **7** | **1** |  | **Painting:** Colour classification  – *samples of colour wheel* | By the end of the lesson  the learner should be able to   1. Identify actual and virtual samples of primary, secondary and tertiary colours on a colour wheel. 2. Observe samples of the colour wheel 3. Critique own and others work | How do you create a secondary colour?  How do you create a tertiary colour?  In which order do you name tertiary colours | Learner guided to:   * In groups to identify actual and virtual samples of primary, secondary and tertiary colours on a colour. * Individually mix two primary colours proportionately to get a secondary colour as follows:   *Red + yellow = Orange Yellow + Blue = Green Blue + Red = Violet* | Digital devices Samples of drawn and painted colour wheels  Samples of objects having different colours *Bookmark Art and Craft Learners Bk.*  *Grade 5 Pg. 19* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  |  |  |  | *Bookmark Art and Craft Grade 5 TG Pg. 27-28* |
|  | **2** |  | **Painting:** *mixing two primary colours* | By the end of the lesson  the learner should be able to   1. Identify actual and virtual samples of primary, secondary and tertiary colours on a colour wheel. 2. Mix two primary colours proportionately to get a secondary colour 3. Critique own and others work | How do you create a secondary colour?  How do you create a tertiary colour?  In which order do you name tertiary colours | Learner guided to:   * In groups to identify actual and virtual samples of primary, secondary and tertiary colours on a colour. * Individually mix two primary colours proportionately to get a secondary colour as follows:   *Red + yellow = Orange*  *Yellow + Blue = Green Blue + Red = Violet* | Primary colour paints, palettes Brushes, small containers for holding water, paper  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 20* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  |  |  | *Bookmark Art and*  *Craft Grade 5 TG Pg. 28* |
| **8** | **1** |  | **Painting:** | By the end of the lesson  the learner should be able to   1. Mix a primary colour and secondary colour proportionately 2. Explain how to create a tertiary colour 3. Critique own and others work | How do you create a secondary colour?  How do you create a tertiary colour?  In which order do you name tertiary colours | Learner guided to:   * In groups to identify actual and virtual samples of primary, secondary and tertiary colours on a colour. * Individually mix two primary colours proportionately to get a | Brushes, palette, paints, small containers, paper *Bookmark Art and Craft Learners Bk.*  *Grade 5 Pg. 21-22* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  |  | Colour |
|  |  | classification |
|  |  | – *mixing a* |
|  |  | *primary and* |
|  |  | *a secondary* |
|  |  | *colour* |

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|  |  |  |  |  |  | secondary colour as follows:  *Red + yellow = Orange*  *Yellow + Blue = Green Blue + Red = Violet* | *Bookmark Art and Craft Grade 5 TG Pg. 29* |  |  |
|  | **2** |  | **Painting:** Colour classification  - *drawing and painting the colour wheel* | By the end of the lesson  the learner should be able to   1. Identify actual and virtual samples of primary, secondary and tertiary colours on a colour wheel. 2. Draw and paint a colour wheel to show primary colours. 3. Critique own and others work | How do you create a secondary colour?  How do you create a tertiary colour?  In which order do you name tertiary colours | * Mix a primary and a secondary colour proportionately to get a tertiary colour as follows:   *Red + Orange = Red-Orange Yellow + Green= Yellow-Green Red + Violet= Red-Violet*   * Draw and paint a colour wheel to show primary, secondary and tertiary colours * Display and critique their own other’s work/ | Paint Paper Brushes  Water in small containers Palette *Bookmark Art and Craft Learners Bk.*  *Grade 5 Pg. 22-23*  *Bookmark Art and*  *Craft Grade 5 TG Pg. 29* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
| **9** | **1** |  | **Collage:** *Samples of collage Pictorial composition* | By the end of the lesson  the learner should be able to   1. Identify actual and virtual samples of collage pictures for motivation to create their own. 2. State factors considered when selecting adhesive to stick heavy or light material in collage 3. Appreciate own and others collage composition. | What should be considered when selecting adhesive to stick heavy or light material in collage?  What should be considered when selecting a support to stick on heavy or light material in collage? | Learner guide:   * In groups to observe and identify actual and virtual samples of collage pictures. * Individually collect varied textured materials from the environment for example Sand, grass, leaves, tree bark, inedible seeds. * Arrange, paste and stick the materials to create a composition on a landscape. * Display and critique about own and others work. | Digital devices Samples of collages having landscape pictorial features, samples of materials for making collage *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 25*  *Bookmark Art and*  *Craft Grade 5 TG Pg. 34-36* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **2** |  | **Collage:** *Making a mixed media collage landscape composition* | By the end of the lesson  the learner should be able to   1. Define the term collage 2. Create a mixed media collage composition based on a landscape for self- expression 3. Appreciate own and others collage composition. | What should be considered when selecting adhesive to stick heavy or light material in collage?  What should be considered when selecting a support to stick on heavy or  light material in collage? | Learner guide:   * In groups to observe and identify actual and virtual samples of collage pictures. * Individually collect varied textured materials from the environment for example Sand, grass, leaves, tree bark, inedible seeds. * Arrange, paste and stick the materials to create a composition on a landscape. | Mixed media material, a stiff surface  Adhesive e.g. glue Cutting tools Painting brush *Bookmark Art*  *and Craft Learners Bk. Grade 5 Pg. 25* | * Question and answer Portfolio Discussion, Observation Demonstration |  |

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|  |  |  |  |  |  | - Display and critique about own and others work. | *Bookmark Art and Craft Grade 5 TG*  *Pg. 34-36* |  |  |
| **10** | **1** |  | **Collage:** *Making a mixed media collage landscape composition* | By the end of the lesson  the learner should be able to   1. Define the term collage 2. Create a mixed media collage composition based on a landscape for self-expression. 3. Appreciate own and others collage composition. | What should be considered when selecting adhesive to stick heavy or light material in collage?  What should be considered when selecting a support to stick on heavy or light material in collage? | Learner guide:   * In groups to observe and identify actual and virtual samples of collage pictures. * Individually collect varied textured materials from the environment for example Sand, grass, leaves, tree bark, inedible seeds. * Arrange, paste and stick the materials to create a composition on a landscape. * Display and critique about own and others work. | Mixed media material, a stiff surface  Adhesive e.g. glue Cutting tools Painting brush *Bookmark Art*  *and Craft Learners Bk. Grade 5 Pg. 25*  *Bookmark Art and Craft Grade 5 TG Pg. 34-36* | * Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **2** |  | **Collage:** *Display of work done* | By the end of the lesson  the learner should be able to   1. Define the term collage 2. Create a mixed media collage composition based on a landscape for self-expression. 3. Appreciate own and others collage composition. | What should be considered when selecting adhesive to stick heavy or light material in collage?  What should be considered when selecting a support to stick on heavy or light material in collage? | Learner guide:   * In groups to observe and identify actual and virtual samples of collage pictures. * Individually collect varied textured materials from the environment for example Sand, grass, leaves, tree bark, inedible seeds. * Arrange, paste and stick the materials to create a composition on a landscape. * Display and critique about own and others work. | Completed landscape collages Display surface *Bookmark Art*  *and Craft Learners Bk. Grade 5 Pg. 28*  *Bookmark Art and Craft Grade 5 TG Pg. 38-39* | * Question and answer Portfolio Discussion, Observation Demonstration |  |