**SCHEMES OF WORK**

**SCHOOL: ………………………………………………………………………………………………………………**

**GRADE: EIGHT**

**LEARNING AREA: VISUAL ARTS**

**TERM 1 YEAR: 2025**

**TEACHER’S NAME: ……………………………………………….… TSC NO……………………………………**

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| Week | Lesson | Strand | Sub-strand | Specific-Learning outcomes | Learning Experience | Key Inquiry Question(S) | Learning  Resources | Assessment Methods | Reflection | |
| 1 | **OPENING AND RECEIVING LEARNERS** | | | | | | | | | |
| 2 | **1-3** | **marketing of Artworks** | **Costing of artworks** | By the end of the sub-strand, the learner should be able to;   1. a)analyze priced 2Dimension and 3Dimension artworks to conceptualize factors considered in costing of artwork, 2. calculate the unit cost artworks for proper value placement, | Learner is guided to;  ●study actual and virtual priced 2 Dimension and 3 Dimension artworks to consider factors used in costing artwork;-hourly wage-time taken in production-cost of materials-overhead costs-commission-market price  ●calculate the cost of artwork using given formulae that considers the following 5 aspects:(reasonable daily wage x number of days used to produce the artwork + the cost of materials used + overhead costs + profit margin at 30% of cost of material | How can an artist determine the price of an artwork?  Why is consumer’s purchasing behaviour important when marketing artworks? | Actual or virtual priced 2D (Two Dimensional) and 3D (Three Dimensional) artworks, colours, paper,  Drawing and colouring tools.  KLB Top Scholar Visual Art Grade 8,Learners Book ,Pg.1-5 | 1. Question and answer  2.Portfolio  3.Discussion  4.Observation5.Demonstration | |  |
| 3 | **1-3** | **Marketing of Artworks** | **Purchasing power** | By the end of the sub-strand, the learner should be able to;   1. explore factors that influence a consumer’s purchasing decisions, and design a 3-colour chart, 2. appreciate the importance of consumers ‘purchasing decisions in artwork | Learner is guided to;  ●research on factors that inspire a consumer’s behaviour when purchasing artwork using digital devices or any other source; -function of artwork-size of artwork-economic factors-social status of the buyer -aesthetic aspects of artwork-packaging or presentation of the artwork-communication skills of the seller-physical presentation of the seller  ●design and display a 3 colour chart, in groups, depicting factors that influence consumer purchasing decisions  ●displays, critique own and others’ presentations on consumer’s purchasing behaviour. | How can an artist determine the price of an artwork?  Why is consumer’s purchasing behaviour important when marketing artworks? | Actual or virtual priced 2D (Two Dimensional) and 3D (Three Dimensional) artworks, colours, paper,  drawing and colouring tools.  KLB Top Scholar Visual Art Grade 8,Learners Book ,Pg.6-15 | 1. Question and answer  2.Portfolio  3.Discussion  4.Observation5.Demonstration | |  |
| 4 | **CAT ONE ASSESSMENT** | | | | | | | | |  |
| 5 | **1-3** | **Picture Making** | **Drawing**  **Two-point linear perspective** | By the end of the sub-strand, the learner should be able to;  a)analyze components of perspective in sample cuboids drawn in two-point perspective,  b)draw cuboids in two-point perspective from different views,  c)draw buildings in two-point perspective and shade using cross-hatching technique,  d)appreciate own and others’ two-point perspective drawings | * Learner is guided to; * Observe and discuss actual or virtual cuboids drawn in two-point perspective and identify the components of perspective:-projection lines /convergence lines (orthogonal lines)-Two vanishing points-horizon * Draw cuboids in two-point perspective and explore;-normal eye view-bird’s eye view -worms’ eye view with emphasis on;-projection lines/convergence lines-vanishing point-horizon * Draw buildings in two-point perspective based on normal view and shade by cross-hatching with emphasis on, -projection of lines-value-overlap of forms,-of forms,-balance of forms * Display and talk about own and other’s work | How can you create a 2-pointlinear perspective drawing?  How does perspective affect the illusion of objects? | Pencils, eraser, ruler, drawing book, assorted geometric forms, digital resources, samples of two-point perspective drawings of cuboids  KLB Top Scholar Visual Art Grade 8,Learners Book ,Pg.16-20 | 1. Question and answer  2.Portfolio  3.Discussion  4.Observation5.Demonstration | |  |
| 6 | **1-3** | **Picture Making** | **Drawing**  **Two-point linear perspective** | By the end of the sub-strand, the learner should be able to;  a)draw buildings in two-point perspective and shade using cross-hatching technique,  b)appreciate own and others’ two-point perspective drawings | * Learner is guided to; * Observe and discuss actual or virtual cuboids drawn in two-point perspective and identify the components of perspective:-projection lines /convergence lines (orthogonal lines)-Two vanishing points-horizon * Draw cuboids in two-point perspective and explore;-normal eye view-bird’s eye view -worms’ eye view with emphasis on;-projection lines/convergence lines-vanishing point-horizon * Draw buildings in two-point perspective based on normal view and shade by cross-hatching with emphasis on, -projection of lines-value-overlap of forms,-of forms,-balance of forms * Display and talk about own and other’s work | How can you create a 2-pointlinear perspective drawing?  How does perspective affect the illusion of objects? | Pencils, eraser, ruler, drawing book, assorted geometric forms, digital resources, samples of two-point perspective drawings of cuboids  KLB Top Scholar Visual Art Grade 8,Learners Book ,Pg.21-25 | 1. Question and answer  2.Portfolio  3.Discussion  4.Observation5.Demonstration | |  |
| 7 |  | **MIDTERM EXAMINATION** | | | | | | | |  |
| 8 |  | **HALFTERM** |  |  |  |  |  |  | |  |
| 9 | **1-3** | **Picture Making** | **Painting**  **Imaginative seascape composition** | By the end of the sub-strand, the learner should be able to:-  a)analyze warm and cool colours on the colour wheel and sample paintings about colour temperature,  b)create an imaginative seascape composition based on colour temperature,  c)investigate the psychological, cultural and conventional symbolic meaning of colours,  d) appreciate the use of colour temperature and symbolic meanings in the creation of artworks. | Learner is guided to;   * Identify and discuss warm and cool colours as represented on the actual or virtual colour wheel in regards to;-Receding/advancing colours * Observe and discuss sample paintings in regards to the use of warm and cool colours to create recession and projection of spaces and objects * Paint an imaginative pictorial composition of a seascape with a focus on either warm or cool colours-seascape (cool or warm colours) * Critique own and others’ seascape compositions * Collaboratively, research on symbolic meanings of colours based on-Emotional symbolism-Cultural symbolism-Conventional symbolism * Present research findings to peers for critique. | What effect can colour temperature have on a pictorial composition?  .What emotions do different colours evoke in us when we look at them? | Colours/paints brushes, paper, pencil, painting surfaces, containers, water, and digital resources.  KLB Top Scholar Visual Art Grade 8,Learners Book ,Pg.26-30 | 1. Question and answer  2.Portfolio  3.Discussion  4.Observation5.Demonstration | |  |
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| 10 | **1-3** | **Picture Making** | **Painting**  **Imaginative seascape composition** | By the end of the sub-strand, the learner should be able to:-  a)analyze warm and cool colours on the colour wheel and sample paintings about colour temperature,  b)create an imaginative seascape composition based on colour temperature,  c)investigate the psychological, cultural and conventional symbolic meaning of colours,  d) appreciate the use of colour temperature and symbolic meanings in the creation of artworks. | Learner is guided to;   * Identify and discuss warm and cool colours as represented on the actual or virtual colour wheel in regards to;-Receding/advancing colours * Observe and discuss sample paintings in regards to the use of warm and cool colours to create recession and projection of spaces and objects * Paint an imaginative pictorial composition of a seascape with a focus on either warm or cool colours-seascape (cool or warm colours) * Critique own and others’ seascape compositions * Collaboratively, research on symbolic meanings of colours based on-Emotional symbolism-Cultural symbolism-Conventional symbolism * Present research findings to peers for critique. | What effect can colour temperature have on a pictorial composition?  .What emotions do different colours evoke in us when we look at them? | Colours/paints brushes, paper, pencil, painting surfaces, containers, water, and digital resources.  KLB Top Scholar Visual Art Grade 8,Learners Book ,Pg.31-33 | 1. Question and answer  2.Portfolio  3.Discussion  4.Observation5.Demonstration | |  |
| 11 | **1-3** | **Picture Making** | **Mosaic** | By the end of the sub-strand, the learner should be able to:-a)analyze characteristics of mosaic from sample artworks,  b)identify functions of mosaic art in contemporary society,  c)create a paper mosaic landscape pictorial composition for self-expression,  d) Create a mosaic pictorial composition of a flower using any locally re-usable material. for self-expression,  e)appreciate own and others’ pictorial composition | * Earner is guided to; * Observe virtual or actual samples to analyze the characteristics of mosaic; -variety of materials used in making tesserae(eggshells, paper, leaves, fabric, pebbles, tiles, glass etc.)-narrow spacing between tesserae-tonal variation of tesserae * Discuss functions of mosaic art in contemporary society;-interior decoration -decorative arts * Collaboratively collect re-usable papers and reusable material of choice to be used in creating mosaic while observing safety measures * Individually create a four colour mosaic composition of a flower with emphasis on--sorting of materials of choice according to shades-cleaning the material of choice-selection of working surface-sketching the flower-prepare tesserae-pasting while observing appropriate spacing and tonal variation of tesserae * Exhibit and critique own and others’ work | 1. How can you determine appropriate materials and tools for mosaic? 2. Why is the spacing of the tesserae important in mosaic? | Papers, glue, blades and paper cutting tools, containers cardboards, and other locally available materials digital resources  KLB Top Scholar Visual Art Grade 8,Learners Book ,Pg.34-35 | 1. Question and answer  2.Portfolio  3.Discussion  4.Observation5.Demonstration | |  |
| 12 | REVISION | | | | | | | | | |
| 13 | ENDTERM ASSESSMENT | | | | | | | | | |
| 14 | CLOSING OF SCHOOL | | | | | | | | | |