

SPOTLIGHT ART AND CRAFT ACTIVITIES.

GRADE SIX (6) SCHEMES OF WORK

School

Teacher's Name

Term

Year

1

Wk	Lsn	Strand/ Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	R efl
1	1	PICTURE MAKING	Drawing Stippling technique : <i>creating light and dark effect using the stippling technique</i>	By the end of the lesson, the learner should be able to: a. observe actual and virtual samples of stippling technique for skill development b. identify stippling technique used in creating light dark effect c. Talk about own and others' drawings.	How can one create a dark effect on two overlapped forms by stripling? Why is proportion important when drawing shapes?	Learner guided in the physical or online environment: • In groups to observe actual and virtual samples of stippling technique to understand the concept. • Individually draw an imaginative composition comprising an overlapped pot, gourd and calabash and shade them using stippling technique with emphasis on; - balance of forms - proportion of forms - textural effect • Display and talk about own and others' drawings in groups.	Internet, digital devices, pencils, sharpener, drawing book, samples Spotlight Art & Craft Act. TG. Grd 6 Pg.1-3 Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.1-3	Question and answer Portfolio Discussion, Observation Demonstrati on	
	2		Factors to consider when drawing forms	By the end of the lesson, the learner should be able to: a. List factors to consider when drawing forms b. observe actual and virtual samples of stippling technique for skill development c. Talk about own and others' drawings.	How can one create a dark effect on two overlapped forms by stripling? Why is proportion important when drawing shapes?	Learner guided in the physical or online environment: • In groups to observe actual and virtual samples of stippling technique to understand the concept. • Individually draw an imaginative composition comprising an overlapped pot, gourd and calabash and shade them using stippling	Internet, digital devices, pencils, sharpener, drawing book, samples Spotlight Art & Craft Act. TG. Grd 6 Pg.4-5 Spotlight Art &	Question and answer Portfolio Discussion, Observation Demonstrati on	

						<p>technique with emphasis on;</p> <ul style="list-style-type: none"> - balance of forms - proportion of forms - textural effect • Display and talk about own and others' drawings in groups. 	<p>Craft Act. Learner's book. Grd 6 Pg.3-4</p>		
2	1		<p>Creating a dark effect on two overlapped forms by stippling</p>	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> a. Create dark effect on two overlapped forms by stippling b. identify ways of creating dark effect on two overlapped forms c. Talk about own and others' drawings. 	<p>How can one create a dark effect on two overlapped forms by stripling?</p> <p>Why is proportion important when drawing shapes?</p>	<p>Learner guided in the physical or online environment:</p> <ul style="list-style-type: none"> • In groups to observe actual and virtual samples of stippling technique to understand the concept. • Individually draw an imaginative composition comprising an overlapped pot, gourd and calabash and shade them using stippling technique with emphasis on; - balance of forms - proportion of forms - textural effect • Display and talk about own and others' drawings in groups. 	<p>Internet, digital devices, pencils, sharpener, drawing book, samples</p> <p>Spotlight Art & Craft Act. TG. Grd 6 Pg.5-6</p> <p>Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.5-7</p>	<p>Question and answer Portfolio Discussion, Observation Demonstration</p>	
	2		<p>Drawing three overlapped forms using the stippling technique</p>	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> a. observe actual and virtual samples of stippling technique for skill development b. Draw three overlapped forms and shade using stippling technique to show light and dark effect. c. Talk about own and others' drawings. 	<p>How can one create a dark effect on two overlapped forms by stripling?</p> <p>Why is proportion important when drawing shapes?</p>	<p>Learner guided in the physical or online environment:</p> <ul style="list-style-type: none"> • In groups to observe actual and virtual samples of stippling technique to understand the concept. • Individually draw an imaginative composition comprising an overlapped pot, gourd and calabash and shade them using stippling technique with emphasis on; 	<p>Internet, digital devices, pencils, sharpener, drawing book, samples</p> <p>Spotlight Art & Craft Act. TG. Grd 6 Pg.7-9</p> <p>Spotlight Art & Craft Act. Learner's book.</p>	<p>Question and answer Portfolio Discussion, Observation Demonstration</p>	

						<ul style="list-style-type: none"> - balance of forms - proportion of forms - textural effect • Display and talk about own and others' drawings in groups. 	Grd 6 Pg.7-9		
3	1	Imaginative composition	Creating texture effect using stippling technique	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> a. Observe actual and virtual samples of stripling techniques for skills development b. Identify and create texture effect using stippling technique. c. Talk about own and others drawings. 	<p>1. How can one create textural effect on a form when shading by Stippling?</p> <p>How can one create visual balance when drawing several forms?</p>	<p>Learner guided in the physical or online environment:-</p> <p>In groups to observe actual and virtual samples of stippling technique to understand the concept.</p> <p>.- Individually draw an imaginative composition of a twig with two leaves and a fruit from imagination and shade them using stippling technique with emphasis on;</p> <ul style="list-style-type: none"> - <i>textural effect</i> - <i>balance of forms</i> - <i>proportion of forms</i> • Display and talk about own and others' drawings in groups. 	<p>Internet, digital devices, pencils, sharpener, drawing book, samples</p> <p>Spotlight Art & Craft Act. TG. Grd 6 Pg.9-12</p> <p>Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.9-11</p>	Question and answer Portfolio Discussion, Observation Demonstration	
	2		Creating visual balance when drawing several forms	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> a. Identify ways of creating texture effect on a form b. Create a visual balance when drawing forms. c. Talk about own and others drawings. 	<p>1. How can one create textural effect on a form when shading by Stippling?</p> <p>How can one create visual balance when drawing several forms?</p>	<p>Learner guided in the physical or online environment:-</p> <p>In groups to observe actual and virtual samples of stippling technique to understand the concept.</p> <p>.- Individually draw an imaginative composition of a twig with two leaves and a fruit from imagination and shade them using stippling technique with emphasis on;</p> <ul style="list-style-type: none"> - <i>textural effect</i> - <i>balance of forms</i> 	<p>Internet, digital devices, pencils, sharpener, drawing book, samples</p> <p>Spotlight Art & Craft Act. TG. Grd 6 Pg.11-13</p> <p>Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.11-13</p>	Question and answer Portfolio Discussion, Observation Demonstration	

						- <i>proportion of forms</i> • Display and talk about own and others' drawings in groups.			
4	1		Drawing an imaginative composition of a twig with two leaves and a fruit	By the end of the lesson, the learner should be able to: a. Identify and Observe actual and virtual samples of stripling techniques for skills development b. Draw imaginative composition and shade using stripling techniques to show light and dark effect. c. Talk about own and others drawings.	1. How can one create textural effect on a form when shading by Stippling? How can one create visual balance when drawing several forms?	Learner guided in the physical or online environment:- In groups to observe actual and virtual samples of stippling technique to understand the concept. .- Individually draw an imaginative composition of a twig with two leaves and a fruit from imagination and shade them using stippling technique with emphasis on; - <i>textural effect</i> - <i>balance of forms</i> - <i>proportion of forms</i> • Display and talk about own and others' drawings in groups.	Internet, digital devices, pencils, sharpener, drawing book, samples Spotlight Art & Craft Act. TG. Grd 6 Pg.13-15 Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.13-15	Question and answer Portfolio Discussion, Observation Demonstration	
	2		Appreciating each other's drawings	By the end of the lesson, the learner should be able to: a. Draw imaginative composition and shade using stripling techniques to show light and dark effect b. Explain ways of drawing forms and creating textures. c. Talk about own and others drawings.	1. How can one create textural effect on a form when shading by Stippling? How can one create visual balance when drawing several forms?	Learner guided in the physical or online environment:- In groups to observe actual and virtual samples of stippling technique to understand the concept. .- Individually draw an imaginative composition of a twig with two leaves and a fruit from imagination and shade them using stippling technique with emphasis on; - <i>textural effect</i> - <i>balance of forms</i> - <i>proportion of forms</i> • Display and talk about own	Internet, digital devices, pencils, sharpener, drawing book, samples Spotlight Art & Craft Act. TG. Grd 6 Pg.16-17 Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.15-16	Question and answer Portfolio Discussion, Observation Demonstration	

						and others' drawings in groups.			
5	1	Painting	Imaginative composition: painting imaginative compositions	By the end of the lesson, the learner should be able to: a. Analyze actual and virtual samples of the painted imaginative composition in order to demonstrate understanding of the concept of painting b. Identify locally available resources that can be used for painting c. Appreciate own and others painting	What locally available resources can be used for painting? 2. Why is subject matter important in a painting?	Learner guided in the physical or online environment: • In groups to analyse actual and virtual samples of painted imaginative composition focusing on;-meaning of the term painting art. -Locally available materials for painting (e.g. paint, <i>paper, cloth, canvas, walls, boards etc</i>) -Locally available painting tools (<i>e.g. brushes, sponge, spatula etc</i>)	Internet, digital devices, pencils, sharpener, drawing book, samples Spotlight Art & Craft Act. TG. Grd 6 Pg.17-19 Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.17-20	Question and answer Portfolio Discussion, Observation Demonstration	
	2		Creating tonal value in painting	By the end of the lesson, the learner should be able to: a. Explain reasons why painting is important b. Create tonal value in painting c. Appreciate own and others painting	What locally available resources can be used for painting? 2. Why is subject matter important in a painting?	Learner guided in the physical or online environment. -Locally available materials for painting (e.g. paint, <i>paper, cloth, canvas, walls, boards etc.</i>) -Locally available painting tools (e.g. <i>brushes, sponge, spatula etc.</i>) • Individually create an imaginative composition on a sports activity emphasizing on; <i>-interpretation of subject matter</i> <i>-centre of interest</i> <i>-proportionality of forms</i> <i>- tonal value</i> • Display and critique own and others' work.	Internet, digital devices, pencils, sharpener, drawing book, samples Spotlight Art & Craft Act. TG. Grd 6 Pg.19-21 Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.20-22	Question and answer Portfolio Discussion, Observation Demonstration	
6	1		Painting an imaginative compositions	By the end of the lesson, the learner should be able to:	3. How can one create centre of interest in a	Learner guided in the physical or online environment. -Locally available materials for	Internet, digital devices, pencils, sharpener,	Question and answer Portfolio	

			- sorting activity	<p>a. Identify how to paint an imaginative compositions</p> <p>b. Pain an imaginative composition on a sport activity for self-expression</p> <p>c. Appreciate own and others painting</p>	pictorial composition? 4. How does one create proportion in forms within a painted imaginative composition	<p>painting (e.g. paint, <i>paper, cloth, canvas, walls, boards etc.</i>)</p> <p>-Locally available painting tools (e.g. <i>brushes, sponge, spatula etc.</i>)</p> <p>• Individually create an imaginative composition on a sports activity emphasizing on;</p> <p>-<i>interpretation of subject matter</i></p> <p>-<i>centre of interest</i></p> <p>-<i>proportionality of forms</i></p> <p>- <i>tonal value</i></p> <p>• Display and critique own and others' work.</p>	<p>drawing book, samples</p> <p>Spotlight Art & Craft Act. TG. Grd 6 Pg.21-22</p> <p>Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.23-25</p>	Discussion, Observation Demonstration
2	Montage	Pictorial composition: Montage pictorial composition	<p>By the end of the lesson, the learner should be able to:</p> <p>a. study actual and virtual samples of montage pictorial compositions in picture making</p> <p>b. identify from pictures a montage composition</p> <p>c. develop curiosity in working with montage</p>	<p>1. Why is the use of space important in montage?</p> <p>2. How can one balance forms in a montage composition?</p>	<p>Learner guided in the physical or online environment:</p> <p>• In groups to analyse actual and virtual samples of montage pictorial compositions with emphasis on;</p> <p>-meaning of montage picture making technique</p> <p>-characteristics of montage</p> <p>- Mounting surfaces for montage</p> <p>- Craftsmanship (<i>neat application of adhesive/neat cutting/overlapping of cut out forms</i>)</p>	<p>Internet, digital devices, pencils, sharpener, drawing book, samples</p> <p>Spotlight Art & Craft Act. TG. Grd 6 Pg.23-25</p> <p>Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.26-27</p>	Question and answer Portfolio Discussion, Observation Demonstration	
7	1	Spacing and balancing forms in a montage composition	<p>By the end of the lesson, the learner should be able to:</p> <p>a. study actual and virtual samples of montage pictorial</p>	<p>3. Why is the use of space important in montage?</p> <p>4. How can one balance forms</p>	<p>Learner guided in the physical or online environment:</p> <p>• Individually select and cut out appropriate wild animal images from old magazines,</p>	<p>Internet, digital devices, pencils, sharpener, drawing book, samples</p>	Question and answer Portfolio Discussion, Observation Demonstration	

			<p>compositions in picture making</p> <p>b. explain ways of creating spacing and balancing forms in montage</p> <p>c. develop curiosity in working with montage</p>	<p>in a montage composition?</p>	<p>newspapers,</p> <ul style="list-style-type: none"> • Calendars among others. • Arrange and paste the cut-out images to create a composition on wild animals with emphasis on; <p>- Interpretation of subject Matter</p> <p>- <i>Use of space</i></p> <p>- <i>Balance of forms</i></p> <p>- <i>Overlap of forms</i></p> <p>- <i>Craftsmanship (neat application of adhesive/ neat cutting)</i></p>	<p>Spotlight Art & Craft Act. TG. Grd 6 Pg.25-26</p> <p>Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.28-29</p>	<p>on</p>		
2		<p>Creating a montage composition</p>	<p>By the end of the lesson, the learner should be able to:</p> <p>a. explain ways of creating spacing and balancing forms in montage</p> <p>b. create montage compositions based on the theme of wild animals for self-expression</p> <p>c. develop curiosity in working with montage</p>	<p>Where can one source images for montage?</p> <p>Why should we take care of wild animals?</p>	<p>Learner guided in the physical or online environment:</p> <ul style="list-style-type: none"> • Individually select and cut out appropriate wild animal images from old magazines, newspapers, • Calendars among others. • Arrange and paste the cut-out images to create a composition on wild animals with emphasis on; <p>- Interpretation of subject Matter</p> <p>- <i>Use of space</i></p> <p>- <i>Balance of forms</i></p> <p>- <i>Overlap of forms</i></p> <p>- <i>Craftsmanship (neat application of adhesive/ neat cutting)</i></p>	<p>Internet, digital devices, pencils, sharpener, drawing book, samples</p> <p>Spotlight Art & Craft Act. TG. Grd 6 Pg.26-28</p> <p>Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.29-31</p>	<p>Question and answer Portfolio Discussion, Observation Demonstration</p>		
8	1		<p>Appreciating each other's work</p>	<p>By the end of the lesson, the learner should be able to:</p> <p>a. explain ways of creating spacing and balancing forms in</p>	<p>Where can one source images for montage?</p> <p>Why should we take care of wild</p>	<p>Learner guided in the physical or online environment:</p> <ul style="list-style-type: none"> • Arrange and paste the cut-out images to create a composition on wild 	<p>Internet, digital devices, pencils, sharpener, drawing book, samples</p>	<p>Question and answer Portfolio Discussion, Observation Demonstration</p>	

				<p>montage</p> <p>b. create montage compositions based on the theme of wild animals for self-expression</p> <p>c. Appraise own and others' montage pictures.</p>	animals?	<p>animals with emphasis on;</p> <ul style="list-style-type: none"> - Interpretation of subject Matter - Use of space - Balance of forms - Overlap of forms - Craftsmanship (neat application of adhesive/ neat cutting) <ul style="list-style-type: none"> • Display and talk about own and others' work. 	<p>Spotlight Art & Craft Act. TG. Grd 6 Pg.28-29</p> <p>Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.32</p>	on
2	INDIGEO US KENYAN CRAFTS	Basketry: coil and stitch technique- samples of coil and stitch items	<p>By the end of the lesson, the learner should be able to:</p> <p>a. analyze actual and virtual samples of coil and stitch in basketry</p> <p>b. list various types of materials used in making coil and stitches</p> <p>c. appreciate own and others' floor mate</p>	<p>1. Why is coil and stitch referred to as a basketry technique and not in weaving?</p> <p>2. Which natural and manmade material from the locality can be used for coil and stitch technique?</p> <p>3. What should one consider when coil and stitching an item?</p>	<p>Learner guided in the physical or online environment:</p> <ul style="list-style-type: none"> • In groups to analyse actual and virtual samples of items made using coil and stitch in reference to; <ul style="list-style-type: none"> - Natural or manmade materials used - Types of coils (<i>plaited coils & rolled coils</i>) - Uniformity of coils - Consistent tension - Craftsmanship. 	<p>Internet, digital devices, pencils, sharpener, drawing book, samples</p> <p>Spotlight Art & Craft Act. TG. Grd 6 Pg.30-32</p> <p>Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.33-35</p>	<p>Question and answer Portfolio Discussion, Observation Demonstration</p>	
9	1	Selecting materials for coil and stitch technique	<p>By the end of the lesson, the learner should be able to:</p> <p>a. identify actual and virtual samples of coil and stitch in basketry</p> <p>b. select appropriate natural and man-made materials from the locality for weaving a floor mat</p> <p>c. appreciate own and others' floor mate</p>	<p>1. Why is coil and stitch referred to as a basketry technique and not in weaving?</p> <p>2. Which natural and manmade material from the locality can be used for coil and stitch technique?</p> <p>3. What should one consider when coil and</p>	<p>Learner guided in the physical or online environment:</p> <ul style="list-style-type: none"> • Individually select natural and man-made materials from the locality appropriate for coil and stitch technique for a floor mat with focus on the following characteristics <ul style="list-style-type: none"> -Durability -Cleanable -Non-slippery <ul style="list-style-type: none"> • In groups to prepare selected material either by <i>dyeing/tearing /</i> 	<p>Internet, digital devices, pencils, sharpener, drawing book, samples</p> <p>Spotlight Art & Craft Act. TG. Grd 6 Pg.32-37</p> <p>Spotlight Art & Craft Act. Learner's book.</p>	<p>Question and answer Portfolio Discussion, Observation Demonstration</p>	

					stitching an item?	<i>plaiting</i>	Grd 6 Pg.36-45		
	2		What to consider when coiling and stitching an item	By the end of the lesson, the learner should be able to: a. analyze actual and virtual samples of coil and stitch in basketry b. State the factors to consider when coiling and stitching an item c. appreciate own and others' floor mate	1. Why is coil and stitch referred to as a basketry technique and not in weaving? 2. Which natural and manmade material from the locality can be used for coil and stitch technique? 3. What should one consider when coil and stitching an item?	Learner guided in the physical or online environment: • In groups to prepare selected material either by <i>dyeing/tearing / plaiting</i> • Individually coil and stitch two floor mats using either natural or manmade materials with focus on; - Uniformity of coils - Consistent tension - Craftsmanship (<i>using plaited & rolled coils depending on materials used</i>) • Display and talk about own and others' work.	Internet, digital devices, pencils, sharpener, drawing book, samples Spotlight Art & Craft Act. TG. Grd 6 Pg.38 Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.45-46	Question and answer Portfolio Discussion, Observation Demonstration	
10	1		Making a floor mat using coil and stitch technique using man-made or natural materials	By the end of the lesson, the learner should be able to: a. weave a floor mat with natural and manmade materials using coil and stitch technique for self-expression b. identify locally available materials that can be used to weave a mat c. appreciate own and others' floor mate	1. Why is coil and stitch referred to as a basketry technique and not in weaving? 2. Which natural and manmade material from the locality can be used for coil and stitch technique? 3. What should one consider when coil and stitching an item?	Learner guided in the physical or online environment: • In groups to prepare selected material either by <i>dyeing/tearing / plaiting</i> • Individually coil and stitch two floor mats using either natural or manmade materials with focus on; - Uniformity of coils - Consistent tension - Craftsmanship (<i>using plaited & rolled coils depending on materials used</i>) • Display and talk about own and others' work.	Internet, digital devices, pencils, sharpener, drawing book, samples Spotlight Art & Craft Act. TG. Grd 6 Pg.39-41 Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.46-48	Question and answer Portfolio Discussion, Observation Demonstration	
	2	ASSESSMENT/CLOSING							