

W k	Ls n	Strand/The me	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Ref
1	1	INDEGINOUS KENYAN CRAFT	<b>Weaving:</b>	By the end of the lesson the learner should be able to a. Observe actual and virtual samples of items made using plain techniques b. Explain how to prepare stiff materials for weaving c. Critique own and other's work	How do you prepare stiff materials for weaving?  How do you prepare flexible materials for weaving?  How do you ensure the weave structure is compacted during waving process?	Learners guided: - In groups to observe actual and virtual samples of items made using plain and twined techniques. - In groups to select appropriate natural weaving materials from the locality - In groups to prepare the selected natural weaving materials (stiff materials or flexible materials) in groups. - Display and talk about own and other's work	Cutting tools Sisal stripping tools, weaving materials, maize stalk, reeds and twigs <i>Bookmark Art and Craft Learners Bk. Grade 5 Pg. 29</i>  <i>Bookmark Art and Craft Grade 5 TG Pg. 42</i>	• Question and answer Portfolio Discussion, Observation Demonstration	
	2		<b>Weaving:</b> <i>weaving materials</i>	By the end of the lesson the learner should be able to a. Observe actual and virtual samples of items made using plain techniques b. Select and prepare appropriate natural materials from the locality for weaving c. Critique own and other's work	How do you prepare stiff materials for weaving?  How do you prepare flexible materials for weaving?  How do you ensure the weave structure is compacted during waving process?	Learners guided: - In groups to observe actual and virtual samples of items made using plain and twined techniques. - In groups to select appropriate natural weaving materials from the locality - In groups to prepare the selected natural weaving materials (stiff materials or flexible materials) in groups. - Display and talk about own and other's work	Cutting tools Sisal stripping tools, weaving materials, maize stalk, reeds and twigs <i>Bookmark Art and Craft Learners Bk. Grade 5 Pg. 30-32</i>  <i>Bookmark Art and Craft Grade 5 TG Pg. 42-43</i>	• Question and answer Portfolio Discussion, Observation Demonstration	
2	1		<b>Weaving loom</b>	By the end of the lesson the learner should be able to a. Demonstrate using a weaving loom	How do you prepare stiff materials for weaving?	Learners guided: - In groups to observe actual and virtual samples of items made using plain and twined techniques.	Cutting tools Sisal stripping tools, weaving materials, maize	• Question and answer Portfolio Discussion,	

				<p>b. Construct and use a simple weaving loom</p> <p>c. Critique own and other's work Critique own and other's work</p>	<p>How do you prepare flexible materials for weaving?</p> <p>How do you ensure the weave structure is compacted during waving process?</p>	<ul style="list-style-type: none"> <li>- In groups to select appropriate natural weaving materials from the locality</li> <li>- In groups to prepare the selected natural weaving materials (stiff materials or flexible materials) in groups.</li> <li>- Display and talk about own and other's work</li> </ul>	<p>stalk, reeds and twigs</p> <p><i>Bookmark Art and Craft Learners Bk. Grade 5 Pg. 33-34</i></p> <p><i>Bookmark Art and Craft Grade 5 TG Pg. 43-44</i></p>	<p>Observation</p> <p>Demonstration</p>	
	2		<b>Weaving loom</b>	<p>By the end of the lesson the learner should be able to</p> <p>a. Demonstrate using a weaving loom</p> <p>b. Construct and use a simple weaving loom</p> <p>c. Critique own and other's work</p>	<p>How do you prepare stiff materials for weaving?</p> <p>How do you prepare flexible materials for weaving?</p> <p>How do you ensure the weave structure is compacted during waving process?</p>	<p>Learners guided:</p> <ul style="list-style-type: none"> <li>- In groups to observe actual and virtual samples of items made using plain and twined techniques.</li> <li>- In groups to select appropriate natural weaving materials from the locality</li> <li>- In groups to prepare the selected natural weaving materials (stiff materials or flexible materials) in groups.</li> <li>- Display and talk about own and other's work</li> </ul>	<p>Cutting tools</p> <p>Sisal stripping tools, weaving materials, maize stalk, reeds and twigs</p> <p><i>Bookmark Art and Craft Learners Bk. Grade 5 Pg. 33-34</i></p> <p><i>Bookmark Art and Craft Grade 5 TG Pg. 43-44</i></p>	<p>• Question and answer</p> <p>Portfolio</p> <p>Discussion,</p> <p>Observation</p> <p>Demonstration</p>	
3	1		<i>Weaving a mat in two colours using plain and twine technique</i>	<p>By the end of the lesson the learner should be able to</p> <p>a. Select and prepare appropriate natural materials from the locality for weaving</p> <p>b. Weave a two-color floor mat using twine techniques for appreciation of indigenous weaving techniques</p> <p>c. Critique own and other's work</p>	<p>How do you prepare stiff materials for weaving?</p> <p>How do you prepare flexible materials for weaving?</p> <p>How do you ensure the weave structure is compacted during waving process?</p>	<p>Learners guided:</p> <ul style="list-style-type: none"> <li>- In groups to prepare the selected natural weaving materials (stiff materials or flexible materials) in groups.</li> <li>- Individually weave a two colour floor mat using plain and twine techniques.</li> <li>- Display and talk about own and other's work</li> </ul>	<p>Cutting tools</p> <p>Sisal stripping tools, weaving materials, maize stalk, reeds and twigs</p> <p><i>Bookmark Art and Craft Learners Bk. Grade 5 Pg. 34-36</i></p> <p><i>Bookmark Art and Craft Grade 5 TG Pg. 44-46</i></p>	<p>• Question and answer</p> <p>Portfolio</p> <p>Discussion,</p> <p>Observation</p> <p>Demonstration</p>	
	2		<i>Weaving a mat in two colours using plain and twine technique</i>	<p>By the end of the lesson the learner should be able to</p> <p>a. Select and prepare appropriate natural materials from the locality for weaving</p> <p>b. Weave a two-color floor mat using twine techniques for</p>	<p>How do you prepare stiff materials for weaving?</p> <p>How do you prepare flexible materials for weaving?</p>	<p>Learners guided:</p> <ul style="list-style-type: none"> <li>- In groups to prepare the selected natural weaving materials (stiff materials or flexible materials) in groups.</li> </ul>	<p>Cutting tools</p> <p>Sisal stripping tools, weaving materials, maize stalk, reeds and twigs</p>	<p>• Question and answer</p> <p>Portfolio</p> <p>Discussion,</p> <p>Observation</p> <p>Demonstration</p>	

				<p>appreciation of indigenous weaving techniques</p> <p>c. Critique own and other's work</p>	<p>How do you ensure the weave structure is compacted during waving process?</p>	<ul style="list-style-type: none"> <li>- Individually weave a two colour floor mat using plain and twine techniques.</li> <li>- Display and talk about own and other's work</li> </ul>	<p><i>Bookmark Art and Craft Learners Bk. Grade 5 Pg. 34-36</i></p> <p><i>Bookmark Art and Craft Grade 5 TG Pg. 44-46</i></p>		
4	1		<p><b>Leather work:</b> Thonging method</p>	<p>By the end of the lesson the learner should be able to</p> <ol style="list-style-type: none"> <li>Observe actual or virtual items made from leather and finished using Thonging for inspiration.</li> <li>Define the term thonging</li> <li>Appreciate own and others' traditional leather work crafts</li> </ol>	<p>Why should the Thonging strips be cut to even thickness?</p> <p>How can one ensure tension during Thonging process?</p> <p>Why should the holes on the leather pieces to be joined be evenly spaced?</p> <p>How does one ensure the thongs do not unravel after knotting?</p>	<p>Learner guided :</p> <ul style="list-style-type: none"> <li>- In groups to observe actual and virtual craft items made from leather and finished using Thonging method</li> <li>- Individually design a pencil case transfer the design onto the leather and cut along the edges.</li> <li>- Prepare the leather thongs to be used in finishing the pencil case.\</li> <li>- Punch holes as required and join the leather pieces using the thongs.</li> </ul>	<p>Pencils papers, tracing papers, carbon paper, pen, stiff card or paper, used leather, awl, nails, mallet, blade</p> <p><i>Bookmark Art and Craft Learners Bk. Grade 5 Pg. 38</i></p> <p><i>Bookmark Art and Craft Grade 5 TG Pg. 49</i></p>	<ul style="list-style-type: none"> <li>• Question and answer</li> <li>Portfolio</li> <li>Discussion,</li> <li>Observation</li> <li>Demonstration</li> </ul>	
	2		<p><b>Leather work:</b> <i>Thonging method – pencil case</i></p>	<p>By the end of the lesson the learner should be able to</p> <ol style="list-style-type: none"> <li>State reasons for ensuring tension during the thonging process</li> <li>Design and make pencil case from leather and finish using Thonging and beading for appreciation of indigenous crafts.</li> <li>Appreciate own and others' traditional leather work crafts</li> </ol>	<p>Why should the Thonging strips be cut to even thickness?</p> <p>How can one ensure tension during Thonging process?</p> <p>Why should the holes on the leather pieces to be joined be evenly spaced?</p> <p>How does one ensure the thongs do not unravel after knotting?</p>	<p>Learner guided :</p> <ul style="list-style-type: none"> <li>- In groups to observe actual and virtual craft items made from leather and finished using Thonging method</li> <li>- Individually design a pencil case transfer the design onto the leather and cut along the edges.</li> <li>- Prepare the leather thongs to be used in finishing the pencil case.\</li> <li>- Punch holes as required and join the leather pieces using the thongs..</li> </ul>	<p>Pencils papers, tracing papers, carbon paper, pen, stiff card or paper, used leather, awl, nails, mallet, blade</p> <p><i>Bookmark Art and Craft Learners Bk. Grade 5 Pg. 39-42</i></p> <p><i>Bookmark Art and Craft Grade 5 TG Pg. 49-52</i></p>	<ul style="list-style-type: none"> <li>• Question and answer</li> <li>Portfolio</li> <li>Discussion,</li> <li>Observation</li> <li>Demonstration</li> </ul>	
5	1		<p><b>Leather work:</b> Thonging method-</p>	<p>By the end of the lesson the learner should be able to</p>	<p>Why should the Thonging strips be cut to even thickness?</p>	<p>Learner guided :</p> <ul style="list-style-type: none"> <li>- In groups to observe actual and virtual craft items made</li> </ul>	<p>Pencils papers, tracing papers, carbon paper, pen, stiff card or paper,</p>	<ul style="list-style-type: none"> <li>• Question and answer</li> <li>Portfolio</li> <li>Discussion,</li> </ul>	

			<i>Thonging method – pencil case</i>	<p>a. State reasons for ensuring tension during the thonging process</p> <p>b. Design and make pencil case from leather and finish using Thonging and beading for appreciation of indigenous crafts.</p> <p>c. Appreciate own and others’ traditional leather work crafts</p>	<p>How can one ensure tension during Thonging process?</p> <p>Why should the holes on the leather pieces to be joined be evenly spaced?</p> <p>How does one ensure the thongs do not unravel after knotting?</p>	<p>from leather and finished using Thonging method</p> <ul style="list-style-type: none"> <li>- Individually design a pencil case transfer the design onto the leather and cut along the edges.</li> <li>- Prepare the leather thongs to be used in finishing the pencil case.\</li> <li>- Punch holes as required and join the leather pieces using the thongs..</li> </ul>	<p>used leather, awl, nails, mallet, blade</p> <p><i>Bookmark Art and Craft Learners Bk. Grade 5 Pg. 39-42</i></p> <p><i>Bookmark Art and Craft Grade 5 TG Pg. 49-52</i></p>	<p>Observation</p> <p>Demonstration</p>	
	2		<b>Leather work:</b> Thonging method - <i>Thonging method – pencil case</i>	<p>By the end of the lesson the learner should be able to</p> <p>a. Mention reasons why thonging strips be cut to even thickness</p> <p>b. Design and make pencil case from leather and finish using Thonging and beading for appreciation of indigenous crafts.</p> <p>c. Decorate leather pencil cases</p> <p>d. Appreciate own and others’ traditional leather work crafts</p>	<p>Why should the Thonging strips be cut to even thickness?</p> <p>How can one ensure tension during Thonging process?</p> <p>Why should the holes on the leather pieces to be joined be evenly spaced?</p> <p>How does one ensure the thongs do not unravel after knotting?</p>	<p>Learner guided :</p> <ul style="list-style-type: none"> <li>- In groups to observe actual and virtual craft items made from leather and finished using Thonging method</li> <li>- Individually design a pencil case transfer the design onto the leather and cut along the edges.</li> <li>- Prepare the leather thongs to be used in finishing the pencil case.\</li> <li>- Punch holes as required and join the leather pieces using the thongs.</li> <li>- Decorate the leather pencil case by beading.</li> </ul>	<p>Pencils papers, tracing papers, carbon paper, pen, stiff card or paper, used leather, awl, nails, mallet, blade</p> <p><i>Bookmark Art and Craft Learners Bk. Grade 5 Pg. 39-42</i></p> <p><i>Bookmark Art and Craft Grade 5 TG Pg. 49-52</i></p>	<ul style="list-style-type: none"> <li>• Question and answer</li> <li>Portfolio</li> <li>Discussion,</li> <li>Observation</li> <li>Demonstration</li> </ul>	
6	1		<b>Pottery: Coil Technique</b>	<p>By the end of the lesson the learner should be able to</p> <p>a. Discuss actual and virtual articles made from clay using coil technique to appreciate indigenous pottery.</p> <p>b. Name the techniques used in decorating indigenous pottery</p> <p>c. Critique own and talk and own and others’ work</p>	<p>What techniques are used to decorate indigenous pottery?</p> <p>How are coils joined when making pots?</p> <p>How are coils made even in pottery making?</p> <p>What determines the shape of a traditional pot?</p>	<p>Learner guided:</p> <ul style="list-style-type: none"> <li>- In groups to discuss actual and virtual articles made from clay using coil technique</li> <li>- Individually to model a pot (s) using coil technique.</li> <li>- Individually decorate the coil pot(s) using indigenous techniques drawn from the locality.</li> <li>- Display and talk about own and others’ work</li> </ul>	<p>Clay, water, containers, stick or sharp tool, hollow stick, cutting tool</p> <p><i>Bookmark Art and Craft Learners Bk. Grade 5 Pg. 44</i></p> <p><i>Bookmark Art and Craft Grade 5 TG Pg. 55</i></p>	<ul style="list-style-type: none"> <li>• Question and answer</li> <li>Portfolio</li> <li>Discussion,</li> <li>Observation</li> <li>Demonstration</li> </ul>	

					What determines the choice of decoration made on a pot?				
	2		<b>Pottery:</b> <i>modelling pottery items using coil technique</i>	By the end of the lesson the learner should be able to a. Discuss actual and virtual articles made from clay using coil technique to appreciate indigenous pottery. b. Model a pot (s) using coil technique to acquire indigenous pottery skills c. Critique own and talk and own and others' work	What techniques are used to decorate indigenous pottery?  How are coils joined when making pots?  How are coils made even in pottery making?  What determines the shape of a traditional pot?  What determines the choice of decoration made on a pot?	Learner guided: - In groups to discuss actual and virtual articles made from clay using coil technique - Individually to model a pot (s) using coil technique. - Individually decorate the coil pot(s) using indigenous techniques drawn from the locality. - Display and talk about own and others' work	Clay, water, containers, stick or sharp tool, hollow stick, cutting tool <i>Bookmark Art and Craft Learners Bk. Grade 5 Pg. 45-46</i>  <i>Bookmark Art and Craft Grade 5 TG Pg. 55-57</i>	• Question and answer Portfolio Discussion, Observation Demonstration	
7	1		<b>Pottery:</b> <i>Decorating modelled clay articles</i>	By the end of the lesson the learner should be able to a. Define the term coil technique b. Decorate the pot (s) using traditional methods drawn from the locality c. Critique own and talk and own and others' work	What techniques are used to decorate indigenous pottery?  How are coils joined when making pots?  How are coils made even in pottery making?  What determines the shape of a traditional pot?  What determines the choice of decoration made on a pot?	Learner guided: - In groups to discuss actual and virtual articles made from clay using coil technique - Individually to model a pot (s) using coil technique. - Individually decorate the coil pot(s) using indigenous techniques drawn from the locality. - Display and talk about own and others' work	Clay, water, containers, stick or sharp tool, hollow stick, cutting tool <i>Bookmark Art and Craft Learners Bk. Grade 5 Pg. 46-47</i>  <i>Bookmark Art and Craft Grade 5 TG Pg. 57-58</i>	• Question and answer Portfolio Discussion, Observation Demonstration	
	2		<b>Pottery:</b> <i>Decorating modelled clay articles</i>	By the end of the lesson the learner should be able to a. State the factors that determine the shape of a traditional pot	What techniques are used to decorate indigenous pottery?  How are coils joined when making pots?	Learner guided: - In groups to discuss actual and virtual articles made from clay using coil technique	Clay, water, containers, stick or sharp tool, hollow stick, cutting tool	• Question and answer Portfolio Discussion, Observation Demonstration	

				b. Decorate the pot (s) using traditional methods drawn from the locality c. Critique own and talk and own and others' work	How are coils made even in pottery making?  What determines the shape of a traditional pot?	- Individually to model a pot (s) using coil technique. - Individually decorate the coil pot(s) using indigenous techniques drawn from the locality. - Display and talk about own and others' work	<i>Bookmark Art and Craft Learners Bk. Grade 5 Pg. 46-47</i>  <i>Bookmark Art and Craft Grade 5 TG Pg. 57-58</i>		
8	1		<b>Sculpture</b>	By the end of the lesson the learner should be able to a. Define the term sculpture b. Discuss the technique used to decorate cooking stick/ladle c. Display and appreciate own and others' work	Which technique can we use to decorate a cooking stick/ladle?  What determined the choice of decoration made on a cooking stick/ladle?	Learner guided: - In groups to observe and identify actual and virtual articles carved from wood. - Individually use available materials and tools to carve a cooking stick. - Decorate the cooking stick/ladle using any two appropriate traditional techniques such as: <i><b>Smoking, polishing, texturing, burning, incising, embossing</b></i> - Display, talk about and appreciate their own and others' work	Samples of sculptural forms Samples of cooking sticks ICT devices <i>Bookmark Art and Craft Learners Bk. Grade 5 Pg. 49</i>  <i>Bookmark Art and Craft Grade 5 TG Pg. 60-61</i>	• Question and answer Portfolio Discussion, Observation Demonstration	
	2		<b>Materials and tools in sculpture</b>	By the end of the lesson the learner should be able to a. Identify actual and virtual articles carved from softwood b. Discuss the materials and tools in sculpture c. Display and appreciate own and others' work	Which technique can we use to decorate a cooking stick/ladle?  What determined the choice of decoration made on a cooking stick/ladle?	Learner guided: - In groups to observe and identify actual and virtual articles carved from wood. - Individually use available materials and tools to carve a cooking stick. - Decorate the cooking stick/ladle using any two appropriate traditional techniques such as: <i><b>Smoking, polishing, texturing, burning, incising, embossing</b></i> - Display, talk about and appreciate their own and others' work	Samples of sculptural forms Samples of cooking sticks ICT devices <i>Bookmark Art and Craft Learners Bk. Grade 5 Pg. 50</i>  <i>Bookmark Art and Craft Grade 5 TG Pg. 61</i>	• Question and answer Portfolio Discussion, Observation Demonstration	
9	1		<b>Carving a wooden stick or ladle</b>	By the end of the lesson the learner should be able to	Which technique can we use to decorate a cooking stick/ladle?	Learner guided:	Samples of sculptural forms	• Question and answer Portfolio	



				<ul style="list-style-type: none"> <li>a. Carve a wooden cooking stick/ladle using softwood to acquire traditional carving skills</li> <li>b. Observe safety while using materials</li> <li>c. Display and appreciate own and others' work</li> </ul>	What determined the choice of decoration made on a cooking stick/ladle?	<ul style="list-style-type: none"> <li>- In groups to observe and identify actual and virtual articles carved from wood.</li> <li>- Individually use available materials and tools to carve a cooking stick.</li> <li>- Decorate the cooking stick/ladle using any two appropriate traditional techniques such as: <b>Smoking, polishing, texturing, burning, incising, embossing</b></li> <li>- Display, talk about and appreciate their own and others' work</li> </ul>	<p>Samples of cooking sticks ICT devices <i>Bookmark Art and Craft Learners Bk. Grade 5 Pg. 51</i></p> <p><i>Bookmark Art and Craft Grade 5 TG Pg. 62</i></p>	Discussion, Observation Demonstration	
	2		<b>Decorating a wooden cooking stick</b>	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> <li>a. Discuss the methods of decorating cooking stick/ladle</li> <li>b. Decorate the cooking stick/ladle using techniques drawn from the locality.</li> <li>c. Display and appreciate own and others' work</li> </ul>	<p>Which technique can we use to decorate a cooking stick/ladle?</p> <p>What determined the choice of decoration made on a cooking stick/ladle?</p>	<p>Learner guided:</p> <ul style="list-style-type: none"> <li>- In groups to observe and identify actual and virtual articles carved from wood.</li> <li>- Individually use available materials and tools to carve a cooking stick.</li> <li>- Decorate the cooking stick/ladle using any two appropriate traditional techniques such as: <b>Smoking, polishing, texturing, burning, incising, embossing</b></li> <li>- Display, talk about and appreciate their own and others' work</li> </ul>	<p>Samples of sculptural forms Samples of cooking sticks ICT devices <i>Bookmark Art and Craft Learners Bk. Grade 5 Pg. 53-54</i></p> <p><i>Bookmark Art and Craft Grade 5 TG Pg. 63-64</i></p>	<ul style="list-style-type: none"> <li>• Question and answer Portfolio Discussion, Observation Demonstration</li> </ul>	
10	1		<b>Graphic Design: Letter construction</b>	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> <li>a. Observe actual or virtual samples of constructed 3D Roman block letters to familiarization</li> <li>b. Discuss how Roman block letters are constructed</li> <li>c. Appreciate own and others lettering</li> </ul>	<p>How are Roman block letters constructed?</p> <p>Which tools are used in constructing letters?</p> <p>What do you understand by 3D letters?</p>	<p>Learners guide:</p> <ul style="list-style-type: none"> <li>- In groups to observe different types of letters in groups design and cut out stencils of lowercase and uppercase letters.</li> <li>- Individually design and construct Roman block letters to write out their names</li> </ul>	<p>Actual and virtual samples of constructed 2 D and 3 D letters ICT devices <i>Bookmark Art and Craft Learners Bk. Grade 5 Pg. 56-57</i></p>	<ul style="list-style-type: none"> <li>• Question and answer Portfolio Discussion, Observation Demonstration</li> </ul>	

					What methods can be used in decorating letters to enhance 3 dimensional effects?	<ul style="list-style-type: none"> <li>- Decorate the letter to create a 3D effect using varied technique for example: <b>Coloring, painting, cross hatching, dotting, texturing, shading, sticking objects</b></li> <li>- Display and talk about own and others work</li> </ul>	<i>Bookmark Art and Craft Grade 5 TG Pg. 67-68</i>		
	2		<b>Graphic Design:</b> <i>Construct a 3 dimensional letters</i>	By the end of the lesson the learner should be able to <ol style="list-style-type: none"> <li>Observe actual or virtual samples of constructed 3D Roman block letters to familiarization</li> <li>Design and construct 3D Roman block letters to acquire lettering skill</li> <li>Appreciate own and others lettering</li> </ol>	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: <ul style="list-style-type: none"> <li>- In groups to observe different types of letters in groups design and cut out stencils of lowercase and uppercase letters.</li> <li>- Individually design and construct Roman block letters to write out their names</li> <li>- Decorate the letter to create a 3D effect using varied technique for example: <b>Coloring, painting, cross hatching, dotting, texturing, shading, sticking objects</b></li> <li>- Display and talk about own and others work</li> </ul>	Plain papers, rulers, pencils, crayons, paint brushes, water colours, poster <i>Bookmark Art and Craft Learners Bk. Grade 5 Pg. 58-59</i>  <i>Bookmark Art and Craft Grade 5 TG Pg. 68-69</i>	<ul style="list-style-type: none"> <li>• Question and answer Portfolio Discussion, Observation Demonstration</li> </ul>	
11	1		<b>Graphic Design:</b> <i>Construct a 3 dimensional letters</i>	By the end of the lesson the learner should be able to <ol style="list-style-type: none"> <li>Observe actual or virtual samples of constructed 3D Roman block letters to familiarization</li> <li>Design and construct 3D Roman block letters to acquire lettering skill</li> <li>Appreciate own and others lettering</li> </ol>	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: <ul style="list-style-type: none"> <li>- In groups to observe different types of letters in groups design and cut out stencils of lowercase and uppercase letters.</li> <li>- Individually design and construct Roman block letters to write out their names</li> <li>- Decorate the letter to create a 3D effect using varied technique for example: <b>Coloring, painting, cross hatching, dotting, texturing, shading, sticking objects</b></li> </ul>	Plain papers, rulers, pencils, crayons, paint brushes, water colours, poster <i>Bookmark Art and Craft Learners Bk. Grade 5 Pg. 58-59</i>  <i>Bookmark Art and Craft Grade 5 TG Pg. 68-69</i>	<ul style="list-style-type: none"> <li>• Question and answer Portfolio Discussion, Observation Demonstration</li> </ul>	



						- Display and talk about own and others work			
	2		<b>Graphic Design:</b> <i>Decorating letters using various techniques</i>	<p>By the end of the lesson the learner should be able to</p> <ol style="list-style-type: none"> <li>Design and construct 3D Roman block letters to acquire lettering skill</li> <li>Decorate the Roman block letters to create a 3D effect for self-expression</li> <li>Appreciate own and others lettering</li> </ol>	<p>How are Roman block letters constructed?</p> <p>Which tools are used in constructing letters?</p> <p>What do you understand by 3D letters?</p> <p>What methods can be used in decorating letters to enhance 3 dimensional effects?</p>	<p>Learners guide:</p> <ul style="list-style-type: none"> <li>In groups to observe different types of letters in groups design and cut out stencils of lowercase and uppercase letters.</li> <li>Individually design and construct Roman block letters to write out their names</li> <li>Decorate the letter to create a 3D effect using varied technique for example: <b><i>Coloring, painting, cross hatching, dotting, texturing, shading, sticking objects</i></b></li> <li>Display and talk about own and others work</li> </ul>	<p>Plain papers, rulers, pencils, crayons, paint brushes, water colours, poster</p> <p><b><i>Bookmark Art and Craft Learners Bk. Grade 5 Pg. 59-60</i></b></p> <p><b><i>Bookmark Art and Craft Grade 5 TG Pg. 70-71</i></b></p>	<ul style="list-style-type: none"> <li>Question and answer</li> <li>Portfolio</li> <li>Discussion,</li> <li>Observation</li> <li>Demonstration</li> </ul>	