

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	CORE COMPETENCE	VALUES	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REM
1	1										
2	1-2	PICTURE MAKING TECHNIQUES	<b>1.1 Drawing</b> <b>1.1.1 Scribbling and doodling</b>	By the end of the sub-strand the learner should be able to: a) develop simple pictures using scribbling techniques for fine muscle development , b) develop simple pictures using doodling techniques for eye hand co-ordination,	1. What would you like to draw? 2. What do you see in the environment? 3. What material do you use for drawing	Digital literacy Communication and collaboration Learning to learn	Peace Unity Love respect	Provide learner with drawing materials <input type="checkbox"/> Guide learners on how to hold drawing tools <input type="checkbox"/> Guide learners to develop simple pictures using scribbling technique <input type="checkbox"/> Guide learners to develop simple pictures using doodling technique <input type="checkbox"/> Display their work and comment on own and others work	<b>Realia Charts</b>	<b>1.Observation</b> <b>2.Oral questions</b>	
3	1-2		<b>1.1 Drawing</b> <b>Scribbling and doodling</b>	By the end of the sub-strand the learner should be able to: , a) develop simple pictures using doodling techniques for eye hand co-ordination, b) appreciate own and others drawn work	1. What would you like to draw? 2. What do you see in the environment? 3. What material do you use for drawing	Critical thinking Responsibilities	Love Respect Unity Peace	Provide learner with drawing materials <input type="checkbox"/> Guide learners on how to hold drawing tools <input type="checkbox"/> Guide learners to develop simple pictures using scribbling technique <input type="checkbox"/> Guide learners to develop simple pictures using doodling technique <input type="checkbox"/> Display their work and comment on own and others work	<b>Realia</b>	<b>.Observation</b> <b>2.Oral questions</b>	
4	1-2		<b>1.1Drawing</b> <b>1.1.2 Dot</b>	By the end of the sub-strand the learner should be able to:	1. What would you like to draw?	Critical thinking Responsibilities	Love Respect Unity	Provide learner with dotted online images	<b>Realia charts</b>	<b>.Observation</b> <b>2.Oral</b>	

			<b>joining</b>	a) develop simple pictures by dot joining techniques for enjoyment, b) draw simple pictures using drawing materials for creativity , c) appreciate own and others drawn work	2. What do you see in the environment? 3. How do they look like? 4. What do you like about your drawn work?		Peace	<input type="checkbox"/> Guide learners on how to hold drawing tools <input type="checkbox"/> Guide to earners to develop simple pictures by joining dots <input type="checkbox"/> Display their work and discuss own and others work		<b>questions</b>	
5	1-2		Coloring	leaner should be able to: a) identify common colours in the environment for colouring pictures b) learners apply colour on drawn plant pictures for aesthetic value c) appreciate own an others coloured work	1. Which colour do you like most? 2. What colour are found in the environment	Communication and collaboration	Love Respect Unity Peace	Guide learners to identify colors in the environment <input type="checkbox"/> Guide learners to collect materials of different colour from the environment <input type="checkbox"/> Assist group leaders to distribute papers to learners in groups <input type="checkbox"/> Guide learners to color	<b>Realia charts</b>	Observation	

6	1-2		Coloring	By the end of the sub-strand the learner should be able to: a) learners apply colour on drawn animal pictures for aesthetic value b) appreciate own and others coloured work	Which colour do you like most? . What colour are found in the environment	Communication and collaboration	Love Respect Unity Peace	Guide learners to identify colors in the environment <input type="checkbox"/> Guide learners to collect materials of different colour from the environment <input type="checkbox"/> Assist group leaders to distribute papers to learners in groups <input type="checkbox"/> Guide learners to color drawn items <input type="checkbox"/> Guide to display and discuss their colors	Realia charts	.Observation 2.Oral questions	
7	1-2		1Painting	By the end of the sub-strand the learner should be able to: a) create images using finger painting techniques for enjoyment b) perform free choice painting on paper for enjoyment c) appreciate own and others painted work	What do you use for painting? 2. What do you do after painting	Communication and collaboration Critical thinking and problem solving Imaginative and creative	Love Respect Unity Peace	Guide learners to select painting materials <input type="checkbox"/> Guide learners to use one colour <input type="checkbox"/> Guide learners to create images using fingers <input type="checkbox"/> Guide learners to paint according to their own interest <input type="checkbox"/> Display own painted work <input type="checkbox"/> Guide learner to share comments	Realia charts	.Observation 2.Oral questions	
8	1-2		Painting	By the end of the sub-strand the learner should be able to: a) apply paint on shapes for enjoyment b) perform free choice painting on paper for	What do you use for painting? 4. What do you do after painting	Communication and collaboration Critical thinking and problem solving Imaginative and	Love Respect Unity Peace	Guide learners to select painting materials <input type="checkbox"/> Guide learners to use one colour <input type="checkbox"/> Guide learners to	Realia	.Observation 2.Oral questions	

				enjoyment c) appreciate own and others painted work		creative		draw shape <input type="checkbox"/> Guide learners to apply paint on shapes using brushes <input type="checkbox"/> Display own painted work <input type="checkbox"/> Guide learner to share comments			
9	1-2		<b>2.1Printing Pattern making</b>	By the end of the sub-strand the learner should be able to: a) make patterns using objects for creativity b) appreciate own and others painted work	1. Which colour do you like for making patterns 2. Which materials do you use for making patterns? 3. Which printing do you like	Communication and collaboration Critical thinking and problem solving Imaginative and Self efficacy	Respect Unity Peace	Guide learners to select printing materials <input type="checkbox"/> Guide learners to use one colour <input type="checkbox"/> Guide learners to apply paint on objects using brushes/Sponge <input type="checkbox"/> Learners create patterns using different objects <input type="checkbox"/> Display own painted work <input type="checkbox"/> Guide learner to share comments	<b>Realia</b>	<b>.Observation 2.Oral questions</b>	
10	1-2		<b>2.1Printing Pattern making</b>	By the end of the sub-strand the learner should be able to: a) make patterns using objects for creativity b) appreciate own and others painted work	1. Which colour do you like for making patterns 2. Which materials do you use for making patterns? 3. Which printing do you like	Communication and collaboration Critical thinking and problem solving Imaginative and Self efficacy	Respect Unity Peace	Guide learners to select printing materials <input type="checkbox"/> Guide learners to use one colour <input type="checkbox"/> Guide learners to apply paint on objects using brushes/Sponge <input type="checkbox"/> Learners create patterns using different objects <input type="checkbox"/> Display own painted work <input type="checkbox"/> Guide learner to share comments	<b>Realia</b>	<b>.Observation 2.Oral questions</b>	
11	1		<b>Mosaic</b>	By the end of the sub-strand the learner should be able to:	What should we use to make mosaic	Critical thinking Imaginative and Self efficacy	Respect Unity Peace	Guide learners to collect materials for	<b>Realia</b>	<b>.Observation 2.Oral</b>	

[illegible]