



Fine Art and Crafts

Teacher's Guide

Primary Six

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FOREWORD

Dear teacher,

Rwanda Basic Education Board is honoured to present Primary Six Fine Art and Crafts teacher's guide which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the Fine Art and Crafts subject. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. We paid special attention to the activities that facilitate the learning process in which learners can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the teachers, learners will gain appropriate skills and be able to apply what they have learnt in real life situations. Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation.

This is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher. In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills and values and attitude by the learner where concepts are mainly introduced by an activity, situation or scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values.

In addition, such active learning engages learners in doing things and thinking about the things they are doing and they are encouraged to bring their own real experiences and knowledge into the learning processes. In view of this, your role is to:

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for learners considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and experienced people.
- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and

individual work activities.

- Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom, artroom and use appropriate competence-based assessment approaches and methods.

To facilitate you in your teaching activities, the content of this teacher's guide is self-explanatory so that you can easily use it. It is divided in 3 parts:


The part 1: Explains the structure of this book and gives you the methodological guidance;


The part 2: Gives the sample lesson plans as reference for your lesson planning process;

The part 3: Provides details the teaching guidance for each concept given in the student book.

Even though this teacher's guide contains the answers for all activities given in the learner's book, you are requested to work through each question and activity before judging learner's findings and artworks.

I wish to sincerely appreciate all people who contributed towards the development of this teacher's guide, particularly REB staff who organized the whole process from its inception. Special gratitude goes to the University of Rwanda which provided experts in design and layout services, illustrations and image anti-plagiarism, lecturers and teachers who diligently worked to successful completion of this book. Any comment or contribution would be welcome for the improvement of this textbook for the next edition.


Dr. MBARUSHIMANA Nelson
Director General, REB



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Joan MURUNGI
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PART I: GENERAL INTRODUCTION

1.0. About the teacher's guide

This book is a teacher's guide for Fine Art and Crafts Primary. It is designed to accompany Primary Six Student's book and intends to help teachers in the implementation of competence-based curriculum specifically Fine Art and Crafts syllabus. As the name says, it is a guide that teachers can refer to when preparing their lessons. Teachers may prefer to adopt the guidance provided but they are also expected to be more creative and consider their specific classes' contexts and prepare accordingly.

1.1. The structure of the guide

This section provides a paragraph presenting the guide: overall structure; the structure of a unit and the structure of a lesson. A brief explanation is given on each component to guide the users.

1.2. Methodological guidance

1.2.1. Developing competences

Since 2015, Rwanda shifted from a knowledge-based to a competency-based curriculum for pre-primary, primary and general secondary education. This called for changing the way of learning by shifting from teacher centered to a learner-centered approach. Teachers are not only responsible for knowledge transfer but also for fostering children's learning achievement and creating safe and supportive learning environment. It implies also that a learner has to demonstrate what he/she is able to do using the knowledge, skills, values and attitudes acquired in a new or different given situation.

The competence-based curriculum employs an approach of teaching and learning based on discrete skills rather than dwelling on only knowledge or the cognitive domain of learning. It focuses on what learner can do rather than what learner knows. Learners develop basic competences through specific subject unit competences with specific learning objectives broken down into knowledge, skills and attitudes. These competences are developed through learning activities disseminated in learner-centered rather than the traditional didactic approach. Learner is evaluated against some set standards to achieve before moving on.

In addition to specific subject competences, learners also develop generic competences which are transferable throughout a range of learning areas and situations in life. Below are examples of how generic competences can be developed in FINE ART AND CRAFTS.

Critical Thinking and problem solving

These activities require students to think critically about subject content. Groups can be organized to work in different ways e.g. taking turns, listening, taking decisions, allocating tasks, disagreeing constructively etc.

- Observe and analyze example; mark out areas in the school and get different groups to record still life and nature living like insect, persons, animal, bird life
- Identify a Problem and design a methodology to collect the information needed to solve the problem
- Make basic art equipments out of locally available materials

Research and problem solving

In the subject of Fine Art and Craft, you should get more information from:

- Using internet and a Library
- Creating a School Library
- Collecting data through observation
- Looking for art materials from nearest environment

Creativity and Innovation

This will be seen as long as learners do the following:

- Drawing and painting
- Design a Poster, motifs, and pattern, clay object and weaving crafts
- Write and Design different items from letter styles and illustrations
- Making practice in this subject
- Invent new ways of doing creative things
- Identify a problem which requires data collection to solve
- Identify local problems and devise ways to resolve them

Communication Skills

- Telling a story related to the lesson of Fine Art needed to be studied
- Presenting ideas verbally or in writing
- Writing letters styles for different purposes
- Reading text related to Fine Art and Crafts

Teamwork, Cooperation, Personal and Interpersonal management and life

skills

- Work in pairs: particularly useful for shared reading and comprehension in lower grades but also for planning research, problem solving, planning experiments, etc.
- Small group work
- Large group work
- Data collection from the environment
- Collect community photographs and artworks to make a class of the local community

Lifelong Learning

- Take initiative to update knowledge and skills with minimum external support
- Cope with the evolution of knowledge and technology advances for personal fulfillment
- Seek out acquaintances more knowledgeable in areas that need personal improvement and development
- Exploit all opportunities available to improve knowledge and skills in Fine Art and Crafts

1.2.2 Addressing cross- cutting issues

Among the changes in the competence-based curriculum, there is the integration of cross -cutting issues as an integral part of the teaching learning process. The eight cross-cutting issues identified in the national curriculum framework are the following:

- **Gender,**
- **Peace and values education,**
- **Financial education,**
- **Standardization culture,**
- **Inclusive education,**
- **Environment and sustainability**
- **In addition, Genocide studies.**

Some cross-cutting issues may seem specific or particular in Fine Art and Craft but the teacher needs to address all of them whenever an opportunity arises. In addition, learners should always be given an opportunity during the learning process to address these cross-cutting issues both within and out of the classroom.

This book of Fine Art and Crafts has some learning activities through which some cross-cutting issues will be developed as shown in the table below:

Cross-cutting issues	Learning activities that develop cross cutting issues in Fine Art and Crafts
Environment and sustainability	<ul style="list-style-type: none"> • Through still life and nature discussion and learning activities like drawing, and painting • Making motifs and patterns with different techniques • Designing different posters • Making different objects through moulding
Gender	<ul style="list-style-type: none"> • Involving both girls and boys in all activities: No activity is reserved only to girls or boys. Teachers should ensure equal participation of both girls and boys during the tasks given in this subject as well as during cleaning of workshop or class
Financial education	<ul style="list-style-type: none"> • Using materials, tools and equipment of drawing, painting, ceramic and weaving in proper way to safeguard their durability • Making different objects that can be sold
Genocide studies	Through history of art in Rwanda
Inclusive education	Involving all learners in all activities without any bias. Eg: allow a learner with physical disability (using wheelchair) to take notes or lead the team during the tasks of drawing or other artistic activity.
Standardization culture	Through making quality artworks/objects which are attractive to the community.

1.2.3. Attention to special educational needs specific to this subject

In the classroom, learners learn in different way depending to their learning pace, needs or any other special problem they might have. However, the teacher has the responsibility to know how to adopt his/her methodologies and approaches in order to meet the learning needs of each student in the classroom. Also, teachers need to understand that learners with special needs, need to be taught differently or need some

accommodations to enhance the learning environment. This will be done depending to the subject and the nature of the lesson.

In order to create a well-rounded learning atmosphere, teachers need to:

- Remember that learners learn in different ways so they have to offer a variety of activities (e.g. role-play, music and singing, word games and quizzes, outdoor activities, and practical works);
- Maintain an organized classroom (or art rooms) and limits distraction. This will help learners with special needs to stay on track during lesson and follow instruction easily;
- Vary the pace of teaching to meet the needs of each learner. Some learners process information and learn more slowly than others;
- Break down instructions into smaller, manageable tasks. Learners with special needs often have difficulty understanding long-winded or several instructions at once. It is better to use simple, concrete sentences in order to facilitate them understand what you are asking;
- Use clear consistent language to explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts;
- Make full use of facial expressions, gestures and body language;
- Pair a learner who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything. Both learners will benefit from this strategy;
- Use multi-sensory strategies. As all learners learn in different ways, it is important to make every lesson as multi-sensory as possible. Learners with learning disabilities might have difficulty in one area, while they might excel in another. For example, use both visual and auditory cues.

Below are general strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each learner is unique with different needs and that should be handled differently.

Strategy to help a learner with developmental impairment:

Use simple words and sentences when giving instructions;

- Use real objects that the learner can feel and handle. Rather than just working abstractly with pen and paper;
- Break a task down into small steps or learning objectives. The learner should start with an activity that s/he can do already before moving on to something that is more difficult;

- Gradually give the learner less help;
- Let the learner work in the same group with those without disability.

In the subject of Fine Art and Craft, you should get more information from:

- Using internet and a Library
- Creating a School Library
- Collecting data through observation
- Looking for art materials from nearest environment

Strategy to help a learner with visual impairment:

- Help learners to use their other senses (hearing, touch, smell and taste) to play and carry out activities that will promote their learning and development;
- Use simple, clear and consistent language;
- Use tactile objects to help explain a concept;
- If the learner has some sight, ask them what they can see;
- Make sure the learner has a group of friends who are helpful and who allow him/her to be as independent as possible;
- Plan activities so that learners work in pairs or groups whenever possible.

Strategy to help a learner with hearing impairment:

- Strategies to help learners with hearing disabilities or communication difficulties;
- Always get the learner's attention before you begin to speak;
- Encourage the learner to look at your face;
- Use gestures, body language and facial expressions;
- Use pictures and objects as much as possible;
- Ask the parents/caregivers to show you the signs they use at home for communication use the same signs yourself and encourage other learners to also use them;
- Keep background noise to a minimum.

Strategies to help a learner with physical disabilities or mobility difficulties:

- Adapt activities so that learners who use wheelchairs or other mobility aids, or other learners who have difficulty moving, can participate;

- Ask parents/caregivers to assist with adapting furniture e.g. The height of a table may need to be changed to make it easier for a learner to reach it or fit their legs or wheelchair;
- Get advice from parents or a health professional about assistive devices.

Adaptation of assessment strategies:

Each unit in the teacher’s guide provides additional activities to help learners achieve the key unit competence. Results from assessment inform the teacher which learner needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all categories of learners; slow, average and gifted learners respectively.

- Easy activities should be given to learners with physical disability and mental disabilities
- Use tangible materials and textual for learners with visual impairment

During the assessment activities of this subject of Fine Art and Craft, teacher has to take into consideration the visual impaired learners. So, the tasks to be given can consider the level of visual impairment of learners in the classroom.

1.2.4. Guidance on assessment

Assessment is an integral part of teaching and learning process. The main purpose of assessment is for improvement. Assessment for learning/ continuous/ formative assessment intends to improve learners’ learning and teacher’s teaching whereas assessment of learning/summative assessment intends to improve the entire school’s performance and education system in general.

1.2.4. a. Continuous/ formative assessment

An ongoing process arises out of interaction during teaching and learning between. It includes lesson evaluation and end of sub unit assessment. This formative assessment should play a big role in teaching and learning process.

The teacher should encourage individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.

In this subject of Fine Art and Crafts, there are learning activities which help learners to acquire knowledge and skills in right ways. This helps learners for learning progress on different lessons.

This type of assessment is done prior to or during instruction and is intended to inform

teachers about the learners' prior knowledge and skills, in order to assist with planning. It is used to make judgments about different aspects, which includes learners' grouping, unit and lesson plans and instructional strategies.

The teacher will assess how well each learner masters both the subject and the generic competencies described in the syllabus, and from this, the teacher will gain a picture of the all-round progress of the learner. The teacher will use one or a combination of the following: (a) observation (b) pen and paper (c) oral questioning.

1.2.4. b. Summative assessment

The assessment can serve as summative or formative depending on its purpose. The end unit assessment will be considered as summative when it is done at end of unit.

It will be formative assessment, when it is done in order to give information on the progress of students and from there decide what adjustments need to be done.

The assessment done at the end of the term, end of year, is considered as a summative assessment so that the teacher, school and parents are informed of the achievement of educational objectives and think about improvement strategies. There is also an end of level/ cycle assessment in form of national examinations.

Assigning students grades is an important component of teaching for ending unit assessment as well as final term exams. Assessments are emphasised on:

- Skills
- knowledge
- Value
- Attitudes

1.2.5. Students' learning styles and strategies to conduct teaching and learning process

There are different teaching styles and techniques that should be catered for. The selection of teaching method should be done with the greatest care and some of the factors to be considered are: the uniqueness of subjects; the type of lessons; the particular learning objectives to be achieved; the allocated time to achieve the objectives; the instructional available materials; the physical/sitting arrangement of the classroom, the individual students' needs, the abilities and learning styles.

There are mainly four different learning styles as explained below:

Active and reflective learners

Active learners tend to retain and understand information best by doing something actively with it, discussing or applying it and explaining it to others. Reflective learners prefer to think about it quietly first.

Sensing and intuitive learners

Sensing learners tend to like learning facts whereas intuitive learners often prefer discovering possibilities and relationships. Sensing learners often like solving problems by well-established methods and dislike complications and surprises, while intuitive learners like innovation and dislike repetition.

Visual and verbal learners

Visual learners remember best what they see: pictures, diagrams, flow charts, time lines, films, demonstrations, etc. Verbal learners get more out of written words and spoken explanations.

Sequential and global learners

Sequential learners tend to gain understanding in linear steps, each step following logically the previous one. Global learners tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly “getting it.”

Additional activities can be added for learners who are quick and extensional activities for those who are slow.

1.2.6. Teaching methods and techniques that promote the active learning

The different student learning styles mentioned above can be catered for, if the teacher uses active learning whereby learners are really engaged in the learning process.

What is Active learning?

Active learning is a pedagogical approach that engages students in doing things and thinking about the things they are doing. In active learning, learners are encouraged to bring their own experience and knowledge into the learning process.

The role of the teacher in active learning

The teacher engages learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.

- He/she encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods
- He provides supervised opportunities for learners to develop different competences by giving tasks that enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation
- Teacher supports and facilitates the learning process by valuing learners' contributions in the class activities

The role of learners in active learning

Learners are key in the active learning process. They are not empty vessels to fill but people with ideas, capacity and skills to build on for effective learning.

A learner engaged in active learning:

- Communicates and shares relevant information with other learners through presentations, discussions, group work and other learner-centred activities (role play, case studies, project work, research and investigation)
- Actively participates and takes responsibility for their own learning
- Develops knowledge and skills in active ways
- Carries out research/investigation by consulting print or online documents and resourceful people, and presents his findings
- Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking
- Draws conclusions based on the findings from the learning activities

1.2.7. Main steps for a lesson in active learning approach

All the principles and characteristics of the active learning process highlighted above are reflected in steps of a lesson as displayed below. Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that learners are involved in the learning process. Below are those main part and their small steps:

a. Introduction

Introduction is a part where the teacher makes connection between the current and previous lesson through appropriate technique. The teacher opens short discussions to encourage learners to think about the previous learning experience and connect it with the current instructional objective. The teacher reviews the prior knowledge, skills

and attitudes, which have a link with the new concepts to create good foundation and logical sequencings.

b. Development of the new lesson

The development of a lesson that introduces a new concept will go through the following small steps: discovery activities, presentation of learners' findings, exploitation, synthesis/summary and exercises/application activities, explained below:**b.1. Discovery activity**

Step 1

- The teacher discusses convincingly with students to take responsibility of their learning.
- He/she distributes the task/activity and gives instructions related to the tasks (working in groups, pairs, or individual to instigate collaborative learning, to discover knowledge to be learned).

Step 2

- The teacher let the students work collaboratively on the task
- During this period the teacher refrains to intervene directly on the knowledge
- He/she then monitors how the students are progressing towards the knowledge to be learned and boost those who are still behind (but without communicating to them the knowledge)

b.2. Presentation of learners' productions

- In this episode, the teacher invites representatives of groups to present the students' productions/findings
- After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of the students' productions

b.3. Exploitation of learner's productions

- The teacher asks the students to evaluate the productions: which ones are correct, incomplete or false
- Then the teacher judges the logic of the students' products, corrects those that are false, completes those that are incomplete, and confirms those that correct

b.4. Institutionalization (summary/conclusion/ and examples)

The teacher summarizes the learned knowledge and gives examples that illustrate the learned content.

b.5. Exercises'/Application activities

- Exercises of applying processes and products/objects related to learned unit/sub-unit. Exercises in real life contexts
- Teacher guides learners to make the connection of what they learnt to real life situations. At this level, the role of the teacher is to monitor the fixation of process and product/object being learned

c. Assessment

In this step, the teacher asks some questions to assess achievement of instructional objective.

- During the assessment activity, learners work individually on the task/activity.
- The teacher avoids intervening directly. In fact, results from this assessment inform the teacher on the next steps for the whole class and individuals.
- In some cases, the teacher can end with a homework assignment.

PART II: SAMPLE LESSON PLAN

The teacher's guide provides more than one lesson plan taking into consideration the type of lesson in the subject using the CBC format.

Teaching requires good preparation to be effective. This is the only way that learning can be enhanced and assured. The teacher will find his/her work easier if she/he goes to class well prepared with the lesson content organized in logical manner. Even the experienced Fine Art and Craft teacher needs a lesson plan in order to use the lesson time effectively.

Below is a sample of a lesson plan.

Competence-based lesson plan for unit 1

School name Academic year:

Teachers' Name.....

Term	Date	Subject	class	Unit No	Lesson No	Duration	Class size
1	.../.../.....	Creative arts	P.6	1	1	40 minutes	45 learners
Types of special educational needs and number of learners.	<p>Learners with slight visual impairment (2 learners):</p> <ul style="list-style-type: none"> - Use real and big objects or prints that can be easily seen - Allow the learners to take front seats to enable them to see on the chalkboard and charts clearly - Allow the learners to touch on the objects where possible <p>Learners with hearing impairment (2 learners):</p> <ul style="list-style-type: none"> - Using loud voice by the teacher and the learners while facing the learners with hearing impairment - Use visual teaching aids/materials 						
Unit title	- Drawing and painting still life and nature						
Key unit competence	- To be able to draw and paint different pictures of objects and scenes in still life and nature using different tools and materials						
Title of the lesson	- The elements of drawing and painting in nature study						
Instructional objectives	- By the end of this lesson, using pencils, papers and other materials, learners should be able to: use the elements of art to draw and paint a landscape very well						
Plan for this class (location – inside or outside)	- Inside and outside the classroom: (The activities in the learner’s book require the learners to be taken outside the classroom to study nature and still life and return into classroom to draw and paint what they like)						
Learning materials (for all learners)	- Learners should access pencils, papers, colours, rubbers, rulers and the learners’ fine art and Crafts textbooks.						
References	<i>Creative Arts Syllabus</i> , upper primary level, REB, Kigali, 2015. Page 32						
Steps and timing	Description of teaching and learning activity					Competence and cross - cutting issues to be addressed	
	<ul style="list-style-type: none"> - Teacher guides and facilitates the learners to acquire the knowledge and skills of drawing using different elements of drawing and painting still life. Learners also learn the basic exhibition techniques as the display and discuss about their finished art works and suggest areas for improvement. 						
	Teachers’ activities		Learners’ activities				

<p>Step 1 introduction (10 minutes)</p>	<ul style="list-style-type: none"> - Introduce the learners to the concept of elements of art - Ask the learners about their past experiences in drawing and painting - Encourage the learners to do the introductory activity to test their capabilities - Introduce the learners to the pictures in the learners' book. - Guide them through the activity 1.1 	<p>Pre-lesson activity</p> <ul style="list-style-type: none"> - Learners discuss about their past experience regarding drawing and painting for example what they drew and how they did it - The learners try to do the introductory activity using their past experience - Learners study the pictures in the learner's book for activity 1.1 	<p>Critical thinking and problem-solving skills as learners discuss about the images.</p> <ul style="list-style-type: none"> - <i>Gender equality</i> as they all take part in the study of images and discussions - Inclusive education: If pictures in the learners' book are not big enough, the teacher will print them in large size or draw and paint them in the ways they are easily seen by visual impaired learners
<p>Step 2 lesson development (20 minutes)</p>	<ul style="list-style-type: none"> - In groups, guide the learners to identify the different elements that they can see in the images given with respect to the questions in activity 1 - Discuss each element with the learners to help them understand the elements deeply - Guide learners through the practical activity 1.1 as they try to draw a landscape using the elements that they have learnt in drawing and painting nature and still life 	<ul style="list-style-type: none"> - In groups, Learners discuss answers for the questions in activity 1.1 in the learner's book - The learners and the teacher discuss all the elements of art drawing and painting still life and nature for deeper understanding. (line, space, texture, colour and others) - Learners explore the environment around them as they choose a house to draw or paint while doing practical activity 1.1 Question 3 in the learners' book 	<ul style="list-style-type: none"> - Cooperation and Communication skills are addressed while working in groups.
<p>Step 3 Conclusion/ summary or assessment (10 minutes)</p>	<ul style="list-style-type: none"> - Guide learners to display their artworks - Help the learners to appreciate their strength in using the elements of art - Guide the learners to improve areas of weakness in using the elements of art if any. 	<ul style="list-style-type: none"> - Learners display their art works and share opinions about their work regarding the elements of art and their importance in drawing and painting still life and nature. - Learners appreciate their work and allow their teacher to give some remarks about the lesson. 	<p>Gender issues and peace and values education are addressed through displaying their work and sharing ideas without discrimination and conflicts.</p>
<p>Teachers' self-evaluation</p>	<p>The planned objectives were achieved.</p>		

PART III
UNITS DEVELOPMENT

UNIT ONE :DRAWING AND PAINTING STILL LIFE AND NATURE

1

1.1. Key unit competence

Learners will be able to draw and paint different pictures of objects and scenes in still life and nature using different tools and materials.

1.2..Prerequisites

a. Knowledge and understanding

- Identify the elements and principles of drawing and colour
- Explain the process of making a drawing or a painting using various materials and tools
- Describe ways of using and caring for different materials and tools.

b. Skills

- Research on different techniques and tools and materials used in drawing and painting
- Create different pictures by manipulating various tools and materials
- Draw different pictures using different methods and colours.
- Attitudes and values
- Appreciate the beauty of their surroundings (i.e. activities and objects) and desire to protect them.
- Respect and protect the different materials, tools and art works.
- Respect opinions of others without regard to gender and other inclinations.

1.3. Cross-cutting issues to be addressed

- Gender
- Financial education
- Environment and sustainability
- Inclusive education

1.4. Guidance on the introductory activity

The introductory activity is meant to test the learners' prior knowledge about what they studied in the past. This will help the teacher in discovering the strength and the weakness of the learners so as to be able to prepare for them different activities in the new unit.

1.5. List of lessons/sub-headings for unit 1

	Lesson title	Learning objectives	Number of periods
1	The aspects of drawing	<ul style="list-style-type: none">• Identify the elements of drawing• Apply different elements in making images in nature study and still life• Describe ways of using and caring for different materials and tools.	1
2	The principles of drawing	<ul style="list-style-type: none">• Identify the principles of drawing and colour• Use the different principles in making different images in nature study and still life.	1
3	Colour application in drawing and painting	<ul style="list-style-type: none">• Identify the different colours used in painting• Use different colours to make different images in still life and nature.	1
4	Textural pattern in drawing and painting	<ul style="list-style-type: none">• Identify different textures.• Use different textures to draw images of still life and nature.	1
	End unit assessment	<ul style="list-style-type: none">• Apply all the elements and principles in drawing and painting still life and nature.	0

Lesson 1: The aspects of drawing

Methodology:

Small groups' discussion, class discussion and individual work.

a. Revision

The teacher should guide the learners to brainstorm by asking them what they studied in primary five in relation to Fine Art and Crafts and what they would like to study in primary six.

The introductory activity may not be finished during the lesson period but can be done gradually throughout the whole unit in form of a homework in case time is limited within class.

b. Teaching resources

Learners textbook for primary six (Fine Art and Crafts), illustrations, photographs, artworks done by others, pencils, drawing boards, colours, colour charts, rulers, drawing books, pens, paint pallet, brushes and short videos if available.

c. Learning activities

Allow the learners to draw different things according to their prior knowledge and skills that they have in drawing. This will help the teacher to identify what the learners already know.

The introductory activity can be done throughout the unit since it prepares the learners to show what they know about the whole unit and what they need to learn. You can give this activity to the learners before the time of starting the new unit so that they can first work on it and then during the unit they will discover the concepts that they used and those they did not use while doing the activity.

Guide the learners into groups of six members or make a choice of group number depending on the size of the class and give them instructions that they will follow.

Refer the learners to introductory activity in the learner's textbook for primary six and allow them to read the instructions for the activity so that they can be able to answer the questions asked about the images given. This will help the learners to make comparisons with what they have drawn and what they will find in the learner's book.

Suggested answers for the introductory activity

Question 1: Elements that are shown by the images are: Lines, colour, shape, value, form, space and texture

Question 2: Image number four shows cross-hatched lines very well.

Question 3:

Guide the learners as they use different colours and lines to draw a house. Remember to identify learners with Special Education Needs (SEN) and try to help them according to their needs. You can refer to the general introduction in the part 1.2.3 for suggestions about learners with Special Education needs (SEN).

The suggested elements or aspects of drawing to be considered in question 3 are lines, colour, shape, form, space and texture and these should be discussed with the learners in form of class discussion and give clear explanation to the learners to enable them to understand deeply how they can use them in drawing different things in still life and nature. You can refer to the students' textbook and other available resources for more details about the elements of drawing.

Learners are asked to list and explain the elements of drawing. They can even use the content from the learner's book and other materials provided to them and clearly explain some of these elements.

d. Application activity 1.1

For deeper understanding and development of the competence of the learners, ask them to do the application activity 1.1 at the end of the lesson as shown in the learner's textbook. The activity can be given to the learners in form of homework and encourage all the learners to try to do the activity individually.

Suggestions for **application activity 1.1:**

The teacher should remind the learners to emphasise on using the learnt elements of drawing and painting still life (Lines, colours, shape, form, space and texture). You should also remind the learners to use all the elements that you have studied, draw a basket and a jerrycan placed or set together as a composition. The materials and tools that can be used include: Coloured pencils, pens, pencils, papers, paints in different colours, brushes, crayons and many others.

Lesson 2: The principles of drawing

Methodology: Small group discussions, brainstorming, field trip, demonstration,

observation and individual work.

a. Revision

The teacher should guide the learners into small group discussion and let them discuss about what they studied in the previous lesson to assess if they do still remember it.

Simple questions like:

- Who can remind us what we studied in the previous lesson?
- Who can demonstrate how different elements of drawing and painting nature and still life can be used in making images?
- What do you understand by the term principles of drawing?

Can be used to identify what the learners already know and what they do not know in both the past lesson and the new lesson.

b. Teaching resources

Learner's textbook for primary six (Fine Art and Crafts), illustrations, photographs and short videos if available.

c. Learning activities

Guide the learners into groups of six members or make a choice of group number depending on the size of the class and give them instructions that they will follow.

Refer the learners to **activity 1.2**, in the learner's textbook for primary six and allow them to read the instructions for the activity so that they can be able to answer the questions asked about the images given. Try to identify the learners with Special Education Needs (SEN) and try to find the way you can help them depending on their needs. A reference can be made on the general introduction in the part 1.2.3 for suggestions about learners with Special Education needs (SEN)

Suggested answers for activity 1.2

Question 1: Image number one shows the principle of perspective, image two represents radial balance, and Image number three indicates symmetrical balance and Image number four shows asymmetrical balance.

Guide the learners as they draw a cut orange while showing radial balance. This is important in identifying what the learners know and what they do not know in relation to the lesson content.

Question 2: Practical activity for question 2 should be done like image two of showing a ball in radial balance. A cut orange is somehow round and so it is easy for the learners to draw while showing radial balance. This means that radial balance is mainly used in drawing and painting round or spherical things in nature and still life.

Discuss all the principles of drawing with the learners in form of class discussion and give clear explanation to the learners to enable them to understand deeply how they can use them in drawing different things in still life and nature. You can refer to the students textbook and other available resources for more details about the principles of drawing.

In very few minutes, guide the learners to go out of the classroom, allow them to identify the impact of perspective in the natural environment like the appearance of trees near them and those far from them and ask them to make a comparison. They can also view still life for example houses near them and those which are very far and again let them make a comparison.

For deeper understanding and development of the competences of the learners, ask them to do the **Application activity 1.2** at the end of the lesson as shown in the learner's textbook. In case there is limited time for the activity to be done in class, it can be given to the learners in form of homework and encourage all the learners to try to do the activity individually.

While doing **Application activity 1.2**, encourage the learners to emphasise on using the principle of one-point perspective in drawing a house.

The different drawings done by the learners can be displayed, let each learner present his or her artwork so that the other learners can be able to give a comment about the way the principle of one-point perspective was used in drawing a house.

Lesson 3: Colour application in drawing and painting

Methodology:

Guided discovery, demonstration, class discussion and individual work.

a. Revision

The teacher should guide the learners to brainstorm by asking them to identify the different colours that they studied in primary five to assess if they do still remember them.

The colours include: blue, red, yellow, green, purple, orange, and many other colours that are secondary colours and tertiary colours.

b. Teaching resources

Learner's textbook for primary six (Fine Art and Crafts), illustrations, photographs and short videos if available, paint and colours of different types, brushes, papers, boxes and many other that may be available as a support.

c. Learning activities

Guide the learners into groups of six members or make a choice of group number depending on the size of the class and give them instructions that they will follow.

Discuss all the different colours of drawing with the learners in form of class discussion and give clear explanation to the learners to enable them to understand deeply how they can use colours in drawing different things in still life and nature. You can refer to the student's textbook and other available resources for more details about mixing different colours.

Ask learners to describe how secondary and tertiary colours are formed. Allow the learners to mix primary colours to get secondary colours.

After the learners have mixed primary colours to get secondary colours, let them mix primary colour and secondary colour to get tertiary colours. This activity should be done with reference to the colour groups shown in the learner's textbook.

Arrange all the primary colours, secondary colours and tertiary colours to make a colour wheel of twelve colours.

Guide the learners to identify the colours that can be used to paint different things found in the natural environment like trees, water bodies, animals and still life like houses, cups, chairs and many others.

Guide the learners on how to handle and use wet materials and dry materials effectively to avoid wastage and mis-use of the materials and equipments since some of them may be harmful if not handled well. Other materials are expensive to buy and so to avoid mismanagement, the teacher should help the learners in their management.

Ask the learners to group materials according to their groups, for example wet materials and dry materials.

Let the learners do **Application activity 1.3** and encourage the learners to use brushes, colour and other equipment to draw and paint a composition showing part of a lake, trees, flowers and a house. (This can be given to the learners in form of homework to be done in their free time).

Encourage the learners to use the right mixture of colours to make their composition beautiful and attractive for example blue colour can be used to paint a lake, green colour can be used to paint trees and other vegetation, and red colour can be used to paint flowers and so on.

Lesson 4: Textural pattern in drawing and painting

Methodology:

Demonstration, Small group discussions, individual work, exhibition and observation.

a. Revision

The teacher should guide the learners to brainstorm by asking them to identify the different colours that they studied in the previous lesson to assess if they do still remember them.

Suggested answers for the activity 1.4

Question 1: Primary colours, secondary colours and tertiary colours.

Question 2: Image number four represent painting from imagination, image number three indicates landscape painting, Image number two shows painting from direct observation.

Question 3: Guide the learners as they use different textures, colours and materials textures to make a painting of a cow eating grass. The textures to use are hatched texture, cross hatched texture and dotted texture.

NOTE:

All the pictures shown in Figure 1.20, 1.21 and 1.22 show a combination of the different types of textures which are hatching texture, cross-hatching texture and dotting texture.

b. Teaching resources

Learner's textbook for primary six (Fine Art and Crafts), photographs, colours, pencils, brushes drawing board, papers and many other that may be available.

c. Learning activities

When the learners finish doing **activity 1.4** allow them to exhibit the work that they have done and let them share ideas about the work of every learner.

Guide the learners into groups of six members or make a choice of group number depending on the size of the class and give them instructions that they will follow. In their groups, the learners under the guidance of the teacher will discuss about the different textures possessed by different things in the environment around them. Reference should be done in the learners' book whereby the main textures are cross-hatching shown by Figure 1.20, dotting texture shown by Figure 1.21 and hatching texture shown by Figure 1.22.

Guide the learners to discover these textural patterns and explain all to the learners for deeper understanding.

In very few minutes, guide the learners to go out of the classroom, allow them to identify different objects with different types of texture from the natural environment and still life for example plant leaves, stem, stones, glass, hair, cloth and many others that they will come across.

The variety of textures will help the learners to feel and match with textures in art works and be able to know how to differentiate textural patterns of different things found in their environment.

Ask the learners to group objects collected from the environment according to their types of texture.

1.6. Summary of unit

Drawing and painting still life and nature focuses on major terms and concepts which include; elements of drawing that are visual components of colour, form, line, shape, space and texture used to create a work of art and Principles of drawing which are procedures that guide us when we are drawing images.

For art to be more realistic, colours can be applied to the images and the colours that can be used include primary colours, secondary colours and tertiary colours which can be applied using different textural pattern that include cross hatched textural pattern, dotting, hatched pattern and many others.

1.7. Additional information

It is very important for fine art and craft teachers to engage learners in practical activities in order to help them to understand deeply different concepts covered in drawing and painting still life and nature. Practical activities can be done according to each lesson while putting into consideration the needs of all the learners.

Fine art and Craft teachers can refer to the students' book for P6 and other resources like the internet, fine art and crafts textbooks, art galleries and studios for more information about drawing and painting still life and nature.

1.8. End unit assessment

Refer to the learners' book or you can also change the activity depending on the learners progress in all the lessons taught in this unit.

This is a practical activity that every learner has to do and the teacher will guide the learner so as to help them master all that they have studied. If possible, you can give the learners colours to paint their work and after, a presentation of their artwork can be done. Allow learners to compare their work and discuss about it giving concluding remarks.

During the activity, the teacher should emphasise on all the aspects that have been covered in the whole unit especially the elements and principles of drawing and painting still life and nature, colour application on the surface and textural pattern.

The images that the learners will draw should show all of the aspects covered and in case they fail to show them well, you can guide them on how they can do well in other activities.

When time is not enough for the learners to finish their work, you can allow them to continue doing it in form of homework.

1.9. Additional activities

1. Name any three types of pencil grades and how they are used in drawing:

- H pencil grade is a hard pencil grade which is used in sketching
- H.B is a pencil grade that is between being hard and soft and can be used in sketching and shading
- B: This is a pencil grade which is a soft pencil that is used in shading

2. Name and explain the different elements of design used in Fine Art and Crafts

- **Colour** is a hue in form of primary colours, secondary colours and tertiary colours.

Colour is the visual element that has the strongest effect on our emotions.

- **Texture** is the degree of roughness or smoothness in objects. Texture is distinguished by its perceived visual and physical properties.
- **Shapes** are the shapes in geometric form that can be used in drawing.
- **Form** is a 3-dimensional object having volume and thickness.
- **Value** is the degree of light and dark in a design.
- **Space** refers to variations in the perspective, and proportions of objects, lines or shapes. It has two types which are positive space and negative space
- **A Line** is defined as a path made by dragging the drawing tool across a surface.

3. Explain the difference between tertiary colours and primary colours.

Primary colours: are the basic colours from which other colours on a colour wheel are made and they are blue, red and yellow. While **Tertiary colours** are a mixture of a primary colour and a secondary colour.

4. Outline the different types of lines that you have studied and know.

- Horizontal lines
- Vertical lines
- Zigzag lines
- Curved lines
- Spiral lines
- Wavy lines

UNIT TWO : MOTIFS, PATTERN AND DESIGN PROCESS

2

2.1. Key unit competence

Learners will be able to create various motif patterns and apply them on surfaces using different techniques.

2.2. Prerequisite

a. Knowledge and understanding

- Identify the various ways of making motifs
- Explain the various ways of applying various patterns and colour on surfaces
- Show how to use and care for different materials and tools.

b. Skills

- Research on different motifs, patterns and methods of printmaking
- Apply different methods and techniques to print different designs on surfaces.

c. Attitudes and values

- Appreciate the beauty of their surroundings
- Respect and care for the different materials and tools
- Appreciate the opinions of others without regard to age, sex and gender and inclinations.

2.3 Cross-cutting issues to be addressed

- Standardisation Culture
- Inclusive Education
- Peace and Values Education
- Environment and sustainability

2.4. Guidance on the introductory activity

The introductory activity is meant to test the learners' prior knowledge about what they studied in the past. This will help the teacher in discovering the strength and the weakness of the learners so as to be able to prepare for them different activities in the new unit.

2.5. List of lessons/sub-headings for unit 2

	Lesson title	Learning objectives	Number of periods
1	Making different motif patterns and designs .	<ul style="list-style-type: none">• Collecting different materials, tools and articles and sketching and designing different images and motifs as a class• Design different motifs basing on nature and still life as a source of inspiration.	1
2	Techniques of applying motifs on surfaces.	<ul style="list-style-type: none">• Applying motifs on different surfaces using different techniques.• Displaying of artwork, appreciate and share opinions.	1
	End unit assessment	Summerise whole unit	1

Lesson 1: Making different motif patterns and designs

Methodology:

Brainstorming, think, pair and share, Class discussion, demonstration, observation, field trip and individual work.

a. Revision

The teacher should guide the learners to brainstorm by asking them what they studied in the previous unit. This is always important because it helps the learners to keep remembering the content that they have already covered in the past units.

Guide the learners through the introductory activity highlighted in the learner's textbook. This activity is intended to test the capabilities of the learners and so it can be done not necessarily during the lesson but also throughout the whole unit. You can give to them before starting the unit so as to give the learners enough time to show

what they can do in as far as the activity is concerned.

Allow the learners to design different motif patterns according to their prior knowledge and skills that they have in designing motif patterns. This will help the teacher to identify what the learners already know.

Encourage the learners to develop motifs basing on geometric shapes like lines, squares, triangles and many others. They can also base on different plant forms, leaves, flowers, and animals' colour and skin forms like zebras, leopards, giraffe and many others.

b. Teaching resources

Learner's textbook for primary six (Fine Art and Crafts), illustrations, papers, colours, photographs, motif designs, pencils, cutters, rulers, graphic brushes, fabrics and short videos if available.

c. Learning activities

Through brainstorming, ask the learners to give ideas about the meaning of motif.

Compare the different opinions from the learners and allow them to suggest the best meaning

In groups of five learners, ask the learners to give two major types of motifs that are geometric motif and realistic or natural motif.

In the same groups, ask the learners to give examples of each type of motif for example on geometric motif; lines in different types, different colours, shapes like regular shapes and irregular shapes, realistic motif: zebras, giraffe, fish, bees, leopards, flowers and many others.

Guide the learners on how to make repeated pattern and ask them where these repeated patterns can be found. Repeated pattern can be found on clothes especially "Ibitenge", floor carpets, shoes, and many others.

As a whole class discuss about the arrangement of motif to make a very good design (layout) and categorise each arrangement under the types of layout that is spot layout, half drop layout, boarder layout and all-over layout.

Give guidance to the learners on how they will use tools and materials very well as they will be using them in making and designing motif.

Ask learners to choose any one type of motif layout that they would like to use in their motif making and designing process. Let them give reasons for their choice.

Application 2.1

For deeper understanding and development of the competence of the learners, ask them to do **Application activity 2.1** at the end of the lesson as shown in the learner's textbook and the activity should be done individually.

During the activity the teacher should encourage the learners to make a rectangle with length of 15 cm and width of 10 and use a leaf of any plant as a motif to design a repeated pattern.

The leaf used as an inspiration for a motif should be drawn many times in the rectangle to make a repeated pattern.

You should always remember to change the activity for the learners with Special Education Needs (SEN) in case **Application activity 2.1** given in the learners' book does not match with their needs.

Lesson 2: Techniques of applying motifs on surfaces

Methodology:

Brainstorming, Class discussion and individual work

a. Review

The teacher should guide the learners to brainstorm by asking them what they studied in the previous lesson to assess if they do still remember it.

You can show learners different motifs on different surfaces and ask them to brainstorm how those motifs were put on those surfaces.

Guide the learners through **activity 2.2** and encourage them to follow the instructions given to help them be able to do the activity successfully.

b. Teaching resources

Learner's textbook for primary six (Fine Art and Crafts), illustrations, photographs and old parts of sandals or rubber materials, cutters, razor blade, papers and many others that you may come across.

c. Learning activities

Explain to the learners the importance of following the steps given in the learner's textbook for primary six on **Application activity 2.2** for example;

- Reversing the word allows proper transfer of the word to the surface when it is not upside down

- Putting a handle is important for it helps you to get where to hold while transferring the word or motif
- Ink is put on the surface to enable the transfer of the image.

Guide the learners as they do the activity especially on handling the sharp objects to avoid bad handling and injuries while developing motifs and patterns.

Allow the learners to transfer or apply motifs on the surface available and encourage the learners to share their views on the artwork of each other while displaying and appreciating their artwork. This will help the learners to increase their confidence in their artworks and also help learners to learn from each other.

Give more examples to the learners so that they can master the skills of designing motifs and the application of motifs on different surfaces. This should be done as you explain the different techniques of applying motif on the surface (stamping, stencilling and impression).

The teacher should try to do an example at each type of each technique of applying motif on a surface and allow the learners to participate in transferring motifs on the surfaces available.

In their own words, learners are asked to explain how the technique of applying motif on the surface that they have studied relate to the designs they always see on different items like clothes, bed sheets, plates, cups and many others.

Guide the learners as they give their opinions about what they have studied and appreciate all their efforts in making and applying motif on the surface.

2.6. Summary of unit

Motifs, pattern and design process involves using living things and non living things that can be used as inspiration and this is why they are grouped in four categories which are :

- Geometric motifs,
- Realistic or natural motifs,
- Stylized motifs and
- Abstract motifs.

The layout or arrangement of motifs can be done according to the choice of the designer but the major types of layouts include :

- Full drop layout,

- half drop layout and
- Boarder layout.

The major techniques of applying different motifs on the surface include :

- stamping,
- stenciling,
- impression and
- incision.

The application of motifs on the surface involves using materials and tools like paint palettes, tins, papers, stencils, cutters, pencils, sponge, craft knife, colours, old cardboard and many others.

2.7. Additional information

Motif is the most basic unit with the help of which a design or a composition is made.

It also means the repeated colours, lines, shapes, forms or textures in artwork.

Aesthetics means the study of beautiful things or understanding of anything that is visually pleasing or “works” within the boundaries of the principles of art. This is very important in motifs, patterns and the design process and therefore learners should be trained to emphasise on designing beautiful motifs that can attract the attention of people.

For more information about motifs, patterns and the design process, Fine art and craft teachers can refer to the students book for P6 and other resources like the internet, fine art and crafts textbooks, art galleries and studios.

2.8. End unit assessment

Suggested answers

- Printing: is the process of making artwork by transferring images to a surface like on paper, fabrics and other support base.
- Equipment used in stencilling include: papers, pencils, cutters, fabrics, fabric paste, masking tape and many others.
- Encourage the learners to create several patterns using found objects and other materials and print them on a cloth or any surface available. This will help them to master all the skills and knowledge gained in motif, pattern and design process. You can give this activity to the learners in form of homework.

When the learners finish this activity, encourage them to display it in class so that each learner is able to see what others have done and share opinions about each work.

The teacher should motivate the learners to appreciate the different artworks done by the learners so as to increase their confidence.

2.9. Additional activity

Name the different major types of motifs that are used in printing

- Geometric motifs
- Realistic or natural motifs
- Stylized motifs
- Abstract motifs

Design a realistic motif/ natural motif of your choice. (this activity requires the teacher of Fine Art and Crafts to allow the learners to choose different motifs from the natural environment. An example of realistic motifs may include plant leaves, flowers, fruits, animals, birds and insects)

UNIT THREE : MOTIFS, PATTERN AND DESIGN PROCESS

3

3.1.Key unit competence

To be able to design calligraphic texts and graphic images using various techniques.

3.2.Prerequisite

a. Knowledge and understanding

- Identify the basic elements of graphic art
- Describe the design process in making different graphic designs.

b. Skills

- Research on various methods, tools and materials used in graphic design.
- Design posters using different techniques, colour and letter patterns

c. Attitudes and values

- Appreciate the importance of visual communication in society
- Respect and protect the different materials and tools
- Appreciate the opinions of others without regard to gender and other inclinations.

3.3.Cross-cutting issues to be addressed

- Standardisation Culture
- Inclusive Education
- Peace and Values Education
- Environment and sustainability

3.4.Guidance on the introductory activity

The introductory activity is meant to test the learners' prior knowledge about what they studied in the previous lesson. This will help the teacher in discovering the strength and the weakness of the learners so as to be able to prepare for them different activities in the new unit.

3.5.List of lessons/sub-headings for unit 3

	Lesson title	Learning objectives	Number of periods
1	The waspects/ elements of Graphic Design.	Participating in using elements of graphic design like lines, space, value, size.form and many others to draw and sketch activities while sharing ideas, materials and tools.	1
2	The different letter styles and patterns.	<ul style="list-style-type: none">• Using a computer in pairs to examine serifs and san serifs, italics as a style and other fonts.• In pairs using a computer, produce a poster using different fonts, italics, symbols, borders, images and other presentation tools.	1
	End unit assessment	Summerise whole unit	1

Lesson 1: The Aspects/Elements of Graphic Design

Methodology:

Brainstorming, think pair and share, Class discussion and individual work.

a. Introduction

The teacher should guide the learners through the introductory activity so as to identify the strength and weaknesses of the learners about what they studied in the previous unit.

The introductory activity can be done not necessarily during the lesson but also after the lesson since it covers the biggest percentage of the unit.

Remember to refer to the general introduction in the part 1.2.3 for suggestions of what can be done in case of the presence of learners with Special Education Needs (SEN).

Allow the learners to design different signposts according to their prior knowledge and skills that they have in graphic design. This will help the teacher to identify what the learners already know and what they will learn throughout the unit.

b. Teaching resources

Learner's textbook for primary six (Fine Art and Crafts), computer, projector, colours, rulers, graphic software, magazines, posters and cards.

c. Learning activities

Through brainstorming, ask the learners to give ideas about the meaning of graphic design.

Compare the different opinions from the learners and allow them to suggest the best meaning of graphic design.

In groups of five learners, ask the learners to give the different elements or aspects of graphic design.

The elements of graphic design include; value, balance, colours, space, shape, lines, size and others.

In the same groups, ask the learners to give examples of where the elements of design can be used. Let the learners suggest many parts where the elements of graphic design are used since this will help them to master the content of graphic design.

Let the learners suggest different visual symbols and signs that are used in graphic design and especially those that they would like to use. Allow the learners to suggest why they would like to use those visual symbols and signs in graphic design.

Ask the learners to identify the different materials and tools that they can use in graphic design.

Ask learners to choose elements of graphic design and demonstrate how they can use them. This should be done because during demonstration, the learners will be able to understand more of how to use the different elements of design as they do practice. It will also help learners to learn from each other.

For deeper understanding and development of the competence of the learners, ask them to do individually the **Checking my progress 3.1** at the end of the lesson as shown in the learner's textbook.

The teacher should encourage learners to use images that attract the attention of their friends like flowers, birthday cakes, and good words like **“Happy birthday”, “May God add you many years full of blessings”** and many others.

Good colours like blue, yellow, green and others can be used depending on the choice of the learners.

Lesson 2: The different letter styles and patterns

Methodology:

Brainstorming, demonstration, think-pair and share, class discussion and individual work.

a. Introduction

The teacher should introduce the learners to many postcards, images, newspapers and other resources having a variety of letters and illustrations.

Through brainstorming, ask the learners to identify the different letter styles that were used at each point of graphic design.

b. Teaching resources

Learner's textbook for primary six (Fine Art and Crafts), computer, projector, colours, rulers, charts with different letter styles, graphic software, magazines, posters and cards.

c. Learning activities

Remember to refer to the general introduction in the part 1.2.3 for suggestions of what can be done in case of the presence of learners with Special Education Needs (SEN).

After the discovery of the different letter styles, the teacher should guide the learners into the **practical activity 3.2** shown in the learner's textbook. This will help the learners to master the content of graphic design. This practical activity should be done individually during the lesson. The learners should use letter styles like serifs or sanserifs in different fonts while writing their names.

You can allow the learners to use computers and if the computers are not enough, the learners can use free hands. Free hands mean that the learners can only use their hands without the help of instruments or tools.

Allow the learners to demonstrate their final work to the rest of the class members so that they can be able to share ideas and experiences on each and every learner's work. This will help them to learn from each other and also to increase their confidence in designing and communicating their ideas in a visual way.

Let the learners give ideas about why they decided to use the different colours and letter styles while they were designing their two names.

Explain to any other concepts that you think the learners did not talk about so that they can be able to understand deeply what graphic design is all about and how they can use

it in their everyday life at school and in their communities where they live.

Ask learners to mention the types of letter styles and fonts that they have studied and used during the lesson. This can be done through informal ways that is through observation and verbal exchange or formal means like writing simple questions that can be answered by the learners.

3.6. Summary of unit

In letter styles, illustrations and design technology , Graphic design is the art of communicating through images and lettering and it is used to design posters, book covers, logos , badges, emblems, sign posts, calenders, magazines, trademarks and cards.

The major aspects and elements used in graphic design include; dots, lines, colors, forms, shapes, space, texture and pattern which are now very common to you and the learners.

The types of letters that were covered in this unit of graphic design include serifs and san serifs which are usually written in different font styles like italics.

3.7. Additional information

In letter styles, illustrations and design technology the following major factors should be considered by Fine Art and Crafts teachers as they teach learners with different education needs.

- *Space* is vital part of any good graphic design because it is the area around the elements in a design. It can be used to separate or group information. Use it effectively to give the eye a rest, define importance and lead the eye to where you want it to travel.
- *Texture* relates to the surface of an object. Using texture in graphic design adds depth and visual interest. This can be applied graphically in the form of pattern or through the choice of printable surface.
- *Size* in graphic design, size is used to convey importance, attract attention and create contrast.
- *Emphasis* in art is where important elements and ideas are given great attention in a composition.
- *Illustration* is an image that accompanies written text and aids in interpreting it.

3.8 End unit assessment activity

Suggested answers.

1. Graphic design:

Is the art or skill of combining text and pictures in advertisements, magazines, or books.

2. Elements of graphic design are:

- **Line:** In graphic design, can be used for a wide range of purposes: stressing a word or phrase, connecting content, creating patterns and more.
- **Colour:** This is used to generate emotions, define importance, create visual interest and unify branding.
- **Texture:** This relates to the surface of an object where there is roughness and smoothness.
- **Size:** In graphic design, size is used to convey importance, attract attention and create contrast.
- **Shape:** The two basic shape types which are Geometric (Circles, Squares, Triangles etc.) and organic shapes (leaves, trees, people etc.)
- **Space:** A vital part of any good graphic design, Space is the area around element and the area occupied by the element in a drawing.
- **Value** is a degree of lightness and darkness of a surface.

Refer to the learners' book or you can also change the activity depending on the learners progress in all the lessons taught in the unit 3.

This is a practical work that every learner has to try and work on. The teacher will guide the learners so as to help them master all that they have studied.

The teacher should emphasise on the use of elements of graphic design by the learners and these include; unity, balance, colours, space, shape, size, value and lines.

In doing end unit assessment, the learners should be encouraged to ensure the good qualities of a poster and these include;

- Attractiveness.
- Brief.
- Simple to understand.
- Good images or illustrations which are clear.
- Smart letters.
- Educative information.

If possible, the teacher can give the learners all the tools and materials needed to do their work and after, a presentation of their artwork can be done. Allow learners to compare their work and discuss about it with the teacher giving concluding remarks.

3.9. Additional activities

After explain the mening of serif letters, write them in both uppercase letters and lower case letters.

Serif letters are the lettters with small tails or small lines extended on them. Letter O in upper Serifs which are Upper case letters (italics font style).

*ABCDEFGHIJKLMN
OPQRSTUVWXYZ*

Serifs: Lower case, letter *c*, *e* and *o* do not have lines or tails on them (italics font style).

*a b c d e f g h i j
k l m n o p q r s t
u v w x y z*

UNIT FOUR : CLAY AND METHODS OF BUILDING CLAY FIGURES

4

4.1. Key unit competence

To be able to create clay figures and forms using various techniques, materials and tools.

4.2. Prerequisite

a. Knowledge and understanding

- The process of preparing clay.
- The various ways of moulding different clay figures.
- Different ways of decorating clay surfaces.

b. Skills

- Model figures and clay wares using different materials and tools.
- Create different moulds using various techniques.
- Make different textural impressions on the surfaces of clay figures.

c. Attitudes and values

- Respect and protect the different materials, tools and artworks.
- Appreciate the opinion of others regardless of gender and other inclinations.

4.3. Cross-cutting issues to be addressed

1. Standardisation Culture
2. Inclusive Education
3. Peace and Values Education
4. Environment and sustainability

4.4. Guidance on the introductory activity.

The introductory activity is meant to test the learners' prior knowledge about what they studied in the previous lesson. This will help the teacher in discovering the strength and the weakness of the learners so as to be able to prepare for them different activities in the new unit.

4.5 . List of lessons/sub-headings for unit 4

	Lesson tittle	Learning objectives	Number of periods
1	The process of preparing clay.	<ul style="list-style-type: none">• In groups, pairs or individually participating in preparing clay.• Sharing ideas, materials and tools in activity.	1
2	Various ways of decorating clay surfaces.	<ul style="list-style-type: none">• Modeling items like jars, cups, pots and decorating the surfaces.• Exhibition of artworks and giving opinions.	1
	End unit assessment	Summerize whole unit	1

Lesson 1: The process of preparing clay

Methodology:

Brainstorming, experimentation, class discussion, individual work and exhibition.

a. Prerequisites/revision or introduction

The teacher should ask the learners to identify the different types of soil that they know and are common in their community.

Ask the learners to brainstorm the different uses of clay if it is mentioned among the different types of soil.

Guide the learners into the introductory activity of using clay to make a pot and decorate it with different motif patterns of their choice.

Take this time to check what the learners know about making objects from clay and discover where they might need help.

b. Teaching resources:

Learner's textbook for primary six (Fine Art and Crafts), clay, sieve, water, polythene materials, knife, roller and many others.

c. Learning activities

Remember to refer to the general introduction in the part 1.2.3 for suggestions of what can be done in case of the presence of learners with Special Education Needs (SEN).

Ask the learners to describe the different materials and tools that they can use to prepare clay for using in making different objects.

Remember to tell the learners the qualities of good clay, for example plasticity which means the elasticity of clay, porosity which means easy to absorb water and also easy to be hardened by firing or vitrification.

Guide the learners as they do **introductory activity**, this activity should be done during the lesson because it is part of the lesson that will help them to continue in the part of making objects or forms from clay.

Ask the learners in group of five to suggest the process of preparing clay especially starting from extraction to final using of clay. Emphasise on the following as the major steps for clay preparation:

- Digging clay from swampy areas
- Removing impurities like stones, glasses, pieces of wood, bottle tops and many others to avoid injuries while using clay.
- Keeping sorted clay in polythene or plastic bag to avoid excessive drying.
- Kneading to remove excessive pressure.

The teacher should demonstrate the major ways of making clay shapes mainly slab method, coil method and pinch method.

Allow the learners to do practice on every method so that they can be able to master each method of making clay shapes.

For deeper understanding and development of the competence of the learners, ask the learners to do **Application activity 4.1** in the learner's textbook. (**The activity should be done individually**).

The teacher should encourage the learners to follow the steps below in making clay forms using coil method;

- Rolling clay into long ropes.
- Coiling clay ropes on top of each other in a round way to form a jar.
- Use slip and score to smooth the coils together.
- Continue using slip to attach additional pieces.
- Use tools like toothpicks, fork, hard brush, wire and others to add texture.
- Harden the jar by drying and firing if possible.

Lesson 2: Various ways of decorating clay surfaces

Methodology:

Brainstorming, demonstration, guided discovery, Class discussion, observation and individual work.

a. Prerequisites/revision or introduction

The teacher should introduce to the learners many clay products that are decorated in different ways.

Remember to refer to the general introduction in the part 1.2.3 for suggestions of what can be done in case of the presence of learners with Special Education Needs (SEN).

b. Teaching resources

Learner's textbook for primary six (Fine Art and Crafts), clay, sieve, water, polythene materials, knife, roller and many others.

c. Learning activities

Through brainstorming, ask the learners to identify the different types of designs that were used to decorate the different clay objects like pots, tiles, plates, dolls and many others.

Allow the learners to demonstrate the work that they did in the introductory activity to the rest of the class members so that they can be able to share ideas and experiences on each and every learner's work.

Guide the learners to use different objects to form texture and other designs or motif

on the product that they made. They can use sharp objects like wire, nails, forks, dry toothbrush and other things available to them.

Explain all the techniques to the learners as they decorate their pots that they made. The teacher should demonstrate each technique so that the learners are able to understand and apply those techniques as they decorate all the products that they will get from clay.

Ask learners to mention the different materials and tools that they can use to make shapes from clay. This can be done as a whole class discussion so that there is a chance for the learners to exchange of ideas.

4.6. Summary of the unit

Clay and methods of building clay figures primarily use four basic techniques. The processes are either subtractive where material is removed or carved out and additive whereby material is added to create a form.

The following are the basic techniques used in sculpture :

- **Carving:** Carving involves cutting or chipping away a shape from a mass of stone, wood, or other hard material. Carving is a subtractive process whereby material is systematically eliminated from the outside in.
- **Modeling:** Modeled sculptures are created when a soft or malleable material (such as clay) is built up and shaped to create a form. Modeling is an additive process.
- **Assembling:** Sculptors gather and join different materials to create an assembled sculpture. Assembling is an additive process.

4.7. Additional information

Finger Swiping means that potters often use their own hands to drag through wet slip as a form of decoration. As well as drawing through the slip, making a design of the revealed surface, fingertips and thumbs can also be used to apply slip to a pot.

Combing is a technique that involves making parallel lines on the surface of a pot, either by dragging a tool through the clay itself or by wiping wet slip clear to reveal the clay surface beneath.

4.8. Unit assessment 4.1

Refer to the learners' book or you can also change the activity depending on the learners progress in all the lessons taught in the unit covered.

Suggested answers:

1. Ceramics is the art of making and firing objects from clay.
2. Two methods are: incision and impression.
3. This is a practical work that every learner has to try and work on. The teacher will guide the learner so as to help them master all that they have studied. During this end unit assessment, the teacher is required to encourage the learners to:
 - Follow the steps of clay preparation.
 - Use coiling method to build a flower pot from clay.
 - Use different ways to decorate the flower pot made to make it look beautiful.

If possible, you can give the learners all the tools and materials needed to do their work and after, presentation of their artwork can be done. Allow learners to compare their work and discuss about it giving concluding remarks.

4.9. Additional activities

Give the difference between visual arts and plastic arts:

Visual arts are art forms that create artworks that are primarily visual in nature such as ceramics, drawing, painting and many others while *Plastic arts* are art forms which involve physical manipulation of plastic medium by molding or modeling such as ceramics or sculpture.

Use clay to make a charcoal stove and decorate on it a flower of your choice.

NOTE: Fine art and craft teachers are required to encourage the learners to take all the steps of preparing clay and building clay objects as the learners try to do the above practical question/activity.

UNIT FIVE : RECYCLING WASTED ARTICLES INTO CRAFTWORKS

5

5.1. Key unit competence

To be able to make collages using various methods by transforming different articles, materials and tools.

5.2. Prerequisite

a. Knowledge and understanding

- Identify and select different articles and materials from the surrounding that are used in making collage works
- Explain the process of assembling different articles to make collage works

b. Skills

- Research on different articles, methods and techniques used in assemblage.
- Create different collages using different techniques.

c. Attitudes and values

- Appreciate the value of recycling articles used to make various craftworks.
- Respect and protect the different materials and tools.
- Value the opinions of others without regard to gender and other affiliations or inclinations.

5.3. Cross-cutting issues to be addressed

- **Standardisation Culture:** During the lesson 5.2 Techniques of making collage, the issue will be addressed through encouraging learners to do quality items that are related to Rwandan culture for example making collage about family set up in Rwanda, ways of dancing in Rwanda, digging and many others.
- **Inclusive Education:** This issue will be addressed in all the lessons of this unit by encouraging all learners to take part in the lesson activities. The teacher will encourage a conducive learning environment for all the learners so that every learner is catered for accordingly.
- **Peace and Values Education:** This will be addressed in all the lessons through the

use of groupworks, pairing, exhibition and appreciation of artwork since all these activities allows interaction between learners and improve social relationship.

- **Environment and sustainability:** During the lessons 5.1 and 5.2, the issue of environment and sustainability will be addressed through encouraging learners to recycle different items or materials like old clothes, tins, boxes and many others found in their communities which will help to keep the environment clean. This will broaden their understanding of the world in which they live, demonstrate an increasing knowledge of & respect for natural & constructed environment, explore relationships with other living & non-living things and observe, notice and respond to change.

5.4. Guidance on the introductory activity

The introductory activity is meant to test the learners' prior knowledge about what they studied in the past. This will help the teacher in discovering the strength and the weakness of the learners so as to be able to prepare for them different activities in the new unit. In this unit 5, learners will have to acquire knowledge and skills about making collage and therefore it is important to introduce the learners to the unit by encouraging them to do introductory activity in the student textbook. Encourage the students to use attractive pictures from news papers, magazines and other sources.

5.5. List of lessons/sub-headings for unit 2

	Lesson title	Learning objectives	Number of periods
1	Materials and articles for making collage.	<ul style="list-style-type: none"> • Mentioning and identify tools and materials needed for making different types of collage. • Explain the importance of each material according to the types of collage. 	1
2	Techniques of making collage	<ul style="list-style-type: none"> • Identify the different techniques of making collage. • Make different collage works using different techniques. 	1
	End unit assessment	Summarize whole unit	1

Lesson 1: Materials and articles for making collage

Methodology:

Brainstorming, class discussion, field trip, demonstration, observation and individual work.

a. Prerequisites/revision or introduction

The teacher should guide the learners to brainstorm by asking them what they studied in the previous unit. This is always important because it helps the learners to keep remembering the content that they have already covered in the previous units.

Guide the learners through the introductory activity highlighted in the learner's textbook. This activity is intended to test the capabilities of the learners and so it can be done not necessarily during the lesson but also throughout the whole unit. You can give the introductory activity to them before starting a new unit so as to give the learners enough time to show what they can do in as far as the activity is concerned.

The learners will design collage according to their experience that they have in designing and this will help the teacher to identify what the learners already know.

b. Teaching resources

Learner's textbook for primary six (Fine Art and Crafts), illustrations, papers, colours, photographs, wood, glue, beans, sand, pencils, carbon papers, straws, used up pens, short videos if available and many others.

c. Learning activities

Through brainstorming, ask the learners to give ideas about the meaning of collage and compare the different opinions from the learners and allow them to suggest the best meaning.

In few minutes, take the children outside & look for materials to use for collage for example, flowers, leaves, news papers, straws, beans, small pieces of stones, used up pens, used up boxes and many others. Allow the children to search for these items themselves, offer praise when children find suitable items. Help the children to understand that things should only be collected if they are already on the ground, that plants need to be respected and not to pick flowers or leaves off plants. Allow the children to show what materials they have collected from outside, if any learner has something unusual be sure to talk about it with the others.

In groups of five learners, ask the learners to discuss how the materials they collected can be used in making different types collage.

Give guidance to the learners on how they will use tools and materials very well as they will be using them in making collage and encourage them to keep the materials very well since these materials will be used in making collage.

Application activity

For deeper understanding and development of the competence of the learners, ask them to do the application activity 5.1 at the end of the lesson as shown in the learner's textbook and the activity should be done individually.

You should always remember to change the activity for the learners with Special Education Needs (SEN) in case application 5.1 given in the learners' book does not match with their needs, the part 1.2.3 in the general introduction indicates suggestions for what can be done by the teachers of Fine Art and Crafts to meet the needs of learners with special education needs.

Suggested answer for application activity 5.1

Question 1:

- **Glue:** It is used for sticking cloth on a backing or background.
- **Background:** The surface on which to glue the fabrics.
- **A brush:** This is used for applying glue on the background.
- **Papers:** These are used for sketching on the design needed for fabric collage.
- **Textile:** This can be the piece of cloth in different colours and with different designs.
- **Beads:** Small piece of glass, stone, or similar material that is threaded with others to make a necklace or rosary or sewn on to fabric.
- **Thread:** This is needed to attach different pieces of cloth together using needles.
- **Needle:** It is used to sew different parts of cloth together using thread.
- **Scissors:** These are used to cut different pieces of cloth, papers, thread and other materials.

Question 2:

This question is practical and therefore learners should do it individually. As a teacher, ensure that the learners follow the following steps as they write their names.

- Sketch their two names on a piece of paper.
- Gather up the scraps of fabric, regardless of color, material or print type.
- Cut the pieces of fabric as necessary into different letters needed to create the desired collage design of their names.

- Arrange the fabric on a flat surface to the sketch of the names made.
- Stitch your little pieces of fabric together using glue or a needle and thread.

Lesson 2: Techniques of making collage

Methodology:

Brainstorming, Class discussion, field trip, demonstration and individual work.

a. Prerequisites/review

The teacher should guide the learners to brainstorm by asking them what they studied in the previous lesson to assess if they do still remember it.

In very few minutes, ask the learners to display the work that they did in application activity 5.1 in the past lesson. This will help you to introduce them into the techniques of making collage as a new lesson since the activity they did involves pasting as one of the techniques of making collage.

b. Teaching resources

Learner's textbook for primary six (Fine Art and Crafts), illustrations, different collage works, scissors, glue, nails, magazines, newspapers, used up boxes, straws, sand, wood, leaves, dry seeds, buttons, small pieces of stones, glass particles and other materials or articles that may be found in the environment.

c. Learning activities

The teacher should ask the learners to discuss with the learners about how they did application activity 5.1. Remember that application activity 5.1 was done through pasting technique.

Ask the learners to brainstorm the materials that can be used at each technique. For example;

- Pasting technique involves the use of glue, papers in different colours, photos cut from magazines or newspapers, brush, flowers, leaves, straws, fabric and many others.
- Nailing technique involves using nails or pains to fix images and other materials or articles on a background while making collage.
- Knotting technique involves using ropes, threads, plastic wires fibres and other things that can be tied to make knots. Others materials that can be used include beads, photos, flowers, leaves and many others.

The teacher should try to guide the learners in doing collage using the techniques discussed about and these are pasting, nailing, and knotting. Many collages work that were done by others can be shown to the learners so as to inspire the learners to do have the courage and desire to do their collage.

In very few minutes, let the learners display what they have done and guide the learners as they give their opinions about the different collage works that they have done using different techniques and appreciate all their efforts in making collage works.

5.6. Summary of the unit

Collage is a craft production technique in which an artist arranges and glues pre-existing materials, newspapers, ribbons, coloured or handmade papers, portions of other artworks or texts, photographs or any other found objects onto a base to create an artwork. The final artwork is called a collage.

The different types of collage depend on the materials that are used. These types include paper collage, sand collage, photo collage, fabric or textile collage, sand collage, beans collage, peas collage, grains collage, wood collage and many others.

It is very important to give the learners vast opportunities to exploit many types of collage depending on the materials that are available in their community.

5.7. Additional information

The information given in this teachers' guide is important especially during the techniques used in collage. You are free to make more research for any other information related to materials and techniques used in collage. Major broad terms involved in collage are;

- **Montage:** The assembly of images that relate to each other in some way to create a single artwork.
- **Photomontage:** The category of collage made using photographs.
- **Mixed media:** This means artwork composed from a combination of different media or materials.
- **Found objects:** This means objects both natural and artificial things that are found in a given area.

5.8. End unit assessment

The following are the suggested answers for the questions in the learner's book. More research about the techniques can be done because any additional information is very important for further understanding of the learners.

1. Explain any three techniques that are used in making collage.

- **Knotting technique** is the way of tying knots of different things like ropes, papers, cloth and others to make decorative items.
- **Nailing technique** is the fastening or attaching of images or articles using nails or pinches to make collage. Some tools like hammer and screw driver can be used to insert nails while making wood collage under the nailing technique.
- **Pasting technique** means composing a work of art by fastening on a single surface various materials not normally associated with one another.

(Reference can be made to the learners' book for images of each technique)

2. Name the different items found in your community that can be recycled to make collage.

- Old magazines
- Old newspapers
- Straws
- Used-up pens
- Old boxes
- Fabrics
- Wood
- Beads
- Old plastics
- Envelopes
- Banana fibres
- Glasses
- Brushes
- Strings
- Used-up textbooks

- Sand
3. With the use of pasting technique, make a collage under the theme “ PEACE IN OUR COMMUNITY”

This is a practical work that every learner has to do individually.

Encourage the learners to look for words and pictures of children and adults from different sources especially from newspapers and magazines.

The pictures should show people living together in peace and the words also talking about peace in the community.

The pictures and words should be cut using scissors or razor blade and arranged on a background in one composition using glue.

5.9. Additional activities

1. Why is it important to have a sketch before making a collage?

Sketching helps you to know how the final work will look like It helps in planning the materials that you will use in terms of colour, size, shape and others.

2. What is the difference between collage and mosaic?

Collage is made by paper, fabric, and other materials overlapped and applied and fixed to a single surface.

Mosaic is made of materials such as stones, tiles, glasses and other solid particles laid side by side and grouted.

Mosaic is a picture or pattern produced by arranging together small pieces of stone, tile, glass and other particles using sticky substances.

3. Use papers of different colours to design a flower of your choice on a surface.

This requires the learners to use their skills in making collage and thus you will allow them to choose the flower that they wish to design.

Encourage the learners to follow the steps involved in paper collage

6.1. Key unit competence

To be able to create different designs of embroidery on different textiles by manipulating various tools, and technique.

6.2.Prerequisite

a. Knowledge and understanding

- Explain the ways of making different motifs using needles and thread.
- Describe the process of sewing different design patterns on cloth and other surfaces.

b. Skills

- Research and examine the different patterns and techniques of embroidery.
- Make different design patterns on cloth or other surfaces using different ways and tools.

c. Attitudes and values

- Appreciate the value of decoration in society.
- Care for the different materials, tools, artworks and the environment.
- Appreciate the opinion of others without discrimination.

6.3 Cross-cutting issues to be addressed

- **Standardisation culture:** During the lesson 6.2 Techniques of making embroidery, the issue will be addressed through encouraging learners to do quality items that are related to Rwandan culture for example making embroidery designs about Rwandan names, shapes and forms.
- **Inclusive Education:** This issue will be addressed in all the lessons of this unit by encouraging all learners to take part in the lesson activities. The teacher will encourage the creation of a conducive learning environment for all the learners so that the needs of all the learners are catered for accordingly.
- **Peace and Values Education:** This will be addressed in all the lessons through the

use of groupworks, pairing, exhibition and appreciation of artwork since all these activities allows interaction between learners and improve social relationship.

- **Environment and sustainability:** During the lessons 6.1 and 6.2, the issue of environment and sustainability will be addressed through encouraging learners to recycle different items or materials like old clothes, buttons, threads and many others found in their communities which will help to keep the environment clean. This will broaden their understanding of the world in which they live, demonstrate an increasing knowledge and respect for natural and constructed environment, explore relationships with other living & non-living things and observe, notice and respond to change.

6.4 Guidance on the introductory activity.

The introductory activity is meant to test the learners’ prior knowledge about what they studied in unit 5. This will help the teacher in discovering the strength and the weakness of the learners so as to be able to prepare for them different activities in the new unit. In this unit 6, learners will have to acquire knowledge and skills about making embroidery designs and therefore it is important to introduce the learners to the unit by encouraging them to do introductory activity in the student textbook.

6.5.List of lessons/sub-headings for unit 2

	Lesson tittle	Learning objectives	Number of periods
1	Materials and tools for embroidery.	<ul style="list-style-type: none"> • Differentiate materials and tools used in embroidery. • Give the various importance of different materials in embroidery. 	1
2	Patterns and techniques of embroidery.	<ul style="list-style-type: none"> • Sketching and drawing various patterns of embroidery on surface using various techniques. 	1
	End unit assessment	Summarize whole unit	1

Lesson 1: Materials and tools for embroidery.

Methodology:

Brainstorming, class discussion, field trip, demonstration, observation and individual work.

a. Revision

The teacher should guide the learners to brainstorm by asking them what they studied in unit 5 for example; who can remind us the meaning of collage? Which materials can we use in making fabric collage? Allow the learners to give answers and appreciate their efforts in remembering what they have already studied. This is always important because it helps the learners to keep remembering the content that they have already studied in the covered units.

Guide the learners through the introductory activity highlighted in the learner's textbook. This activity is intended to test the capabilities of the learners in embroidery motifs and patterns and so it can be done not necessarily during the lesson but also throughout the whole unit. You can give the introductory activity to the learners before starting the unit so as to give them enough time to show what they can do in as far as the activity is concerned.

In case the activity was given to the learners before the start of the unit, allow the learners to display the different embroidery work that they tried to do according to their prior knowledge and skills that they have in making embroidery works. This will help the learners to share different ideas about the embroidery works they did, appreciate the artworks and increase their confidence.

b. Teaching resources

learner's textbook for primary six (Fine Art and Crafts), illustrations, threads in different colours, needles, scissors, fabrics, hoops, buttons, photographs and short videos if available.

c. Learning activities

Through brainstorming, ask the learners to give ideas about the meaning of embroidery and compare the different opinions from the learners and allow them to suggest the best meaning.

Allow the learners to suggest the different items that can be made through embroidery and some of them include; dresses, hand bags, chair covers, bed covers, wall hangings and pillow cases.

In few minutes, let the children sit in groups of five learners or any other number depending on the size of the class and let them discuss the different materials that can be used in embroidery.

Ensure that they even discuss the importance of each material in or if possible allow

them to demonstrate how each material can be used in making embroidery.

Reference can be made to the learner's textbook, lesson 6.1 for more details about the different materials that can be used in embroidery and the importance of each material.

Through demonstration, give guidance to the learners on how they will use tools and materials very well as they will be using them in embroidery and encourage them to keep the materials very well since these materials are dangerous when poorly handled while at the same time they can also be expensive.

Application activity

For deeper understanding and development of the competence of the learners, ask them to do an application activity 6.1 at the end of the lesson as shown in the learner's textbook and the activity should be done individually.

You should always remember to change the activity for the learners with Special Education Needs (SEN) in case application 6.1 given in the learners' book does not match with their needs. The part 1.2.3 in the general introduction indicates suggestions for what can be done by the teachers of Fine Art and Crafts to meet the needs of learners with special education needs

Suggested answers for application activity 6.1

Question 1:

- Carbon Papers.
- Embroidery thread.
- Embroidery Needle.
- Scissors
- Fabrics.
- Lead pencils.
- Embroidery hoop.

Question 2:

This question is practical and therefore learners should do it individually. As a teacher, ensure that the learners go through the following steps as they design a flower on their handkerchiefs.

- Sketching the flower on the fabric.
- Using thread and needle to design the flower on the fabric.

- The designing process should be done following the sketch on the fabric by inserting a needle into the fabric inside and outside following the sketch made.

Remind the learners that flowers can be embroidered on their clothes tastefully to enhance the look of the garment. They can also be used around the neckline or on the sleeves or near the hem or the side slits.

Lesson 2: Patterns and techniques of embroidery

Methodology:

Brainstorming, class discussion, field trip, demonstration and individual work.

a. Prerequisite/review

The teacher should guide the learners to brainstorm by asking them what they studied in the previous lesson to assess if they do still remember it.

In very few minutes, ask the learners to display the work that they did in application activity 6.1 in the past lesson. This will help you to introduce them into the techniques of making embroidery as a new lesson.

b. Teaching resources

Learner's textbook for primary six (fine arts and crafts), illustrations, different embroidery works, scissors, glue, threads, needles, embroidery hoops fabrics, photographs and short videos if available.

c. Learning activities

The teacher should ask the learners to discuss about how they did application activity 6.1 and then be introduced to the techniques of embroidery. (You can refer to the images in the learners' book on lesson 6.2).

- **Stem stitch:** This is used for outlines, filling by stitching rows alongside each other and to make fine straight and curved lines around edges and making veins and stems of plants.
- **Cross stitch:** This stitch is used for borders and filling if worked in adjacent rows for embroidery.
- **Button hole stitch or blanket stitch:** This stitch is used for outlining borders and for thicker lines in embroidery. An example can be seen on some blankets that we use in in our homes.
- **Satin stitch:** This stitch is used to fill an area with a single colour on the backing and fabric. It is also used when creating monograms as well as filling solid shapes.

- **Loop stitch:** This stitch is a very simple stitch worked from right to left. Make these stitches close enough to see it look like a string of pearls.

The teacher should try to guide the learners in doing embroidery using the techniques discussed above and these are stem stitch, cross stitch, button hole stitch, satin stitch and loop stitch. Many collages work that were done by others can be shown to the learners so as to inspire the learners to have the courage and desire to do their collage.

In very few minutes, let the learners display what they have done and guide the learners as they give their opinions about the different embroidery works that they have done using different techniques and appreciate all their efforts in making embroidery works.

6.6. Unit Summary

Embroidery motifs and patterns involve the practice of applique` and patchwork. Embroidery is the art of decorating fabric or other materials by stitching designs using thread or yarn using an embroidery needle. Other materials such as metal strips, buttons and precious stones may be added using decorative stitching techniques like satin stitch, cross stitch, buttonhole stitch and many others.

Items that can be decorated by embroidery include dresses, hand bags, handkerchiefs, pillow cases, bed covers, chair covers, curtains, table mats, shoes shirts, and many others

6.7. Additional information

Applique` is the art of applying small fabric cut-outs onto a larger background piece of fabric by sewing using a thread and needle to create a decorative design. It can be used to decorate everyday items such as dresses, hand bags, handkerchiefs, pillow cases, bed covers, chair covers, curtains, table mats or table cloths, shoes shirts, and many others turning them into beautiful pieces.

Applique: Is a cheap form of crafting because most of the materials and equipment used can be obtained around your school or home.

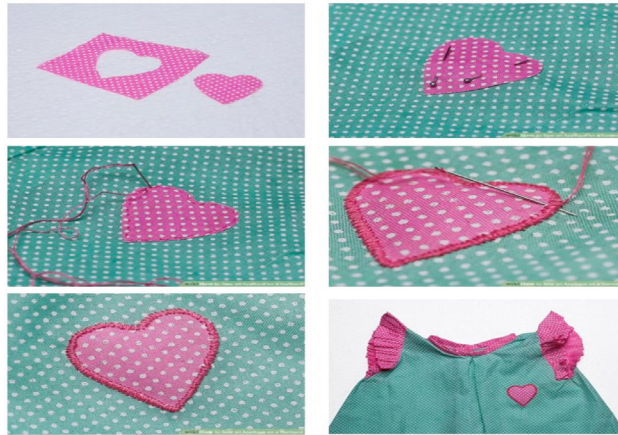


Figure 6.1 Images showing steps for Applique in embroidery.

Patchwork: means the art of sewing small geometric fabric cut-outs together by hand or machine until a large piece is obtained. In patchwork, there is usually an incorporation of several types of fabric, creating interplays of colour, texture, and tone.



Figure 6. 2 An image showing a design by patchwork

6.8. End unit assessment

The following are the suggested answers for the questions in the learner's book. Any additional information is very important for further understanding of the learners.

1. Define the term embroidery

Embroidery is decorative needlework done on cloth or fabric by stitching designs using thread.

2. Give any five items that can be made in embroidery.

Sweaters

Dresses

Bed covers

Seat covers

Pillowcases

Decorative fabrics

Handkerchiefs

3. Use satin stitch technique to design a cassava leaf on a piece of cloth.

This is a practice that every learner has to do individually so encourage every learner to do it.

Remember to tell the learners to;

- First sketch the cassava leaf on the fabric.
- Use an embroidery hoop to fasten the fabric (if its available).
- Use a needle to stitch or design an embroidery pattern of a cassava leaf.
- Use threads in different colours.

(Reference can be made to the learners' book for images about satin stitch technique)

6.9. Additional activities

These additional activities are intended to cater for the learners who may need further help. In case you find that the set activities do not fit the context of the learners who may need additional activities, you can change it to fit the needs of the learners.

1. Give the importance of a needle and thread in embroidery

- A needle is used in sewing the pieces of cloth and designs on the background.
- Thread is used for in stitching patterns onto the fabric.

2. Use an embroidery technique and write the name of your school on a piece of cloth.

- This question is practical, you are required to guide the learners to do this work individually using all the steps of the embroidery technique that the learner will choose.

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