FOREWORD

Dear Teacher,

Rwanda Education Board is honored to present Creative Arts Teacher’s guide, Primary One which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the Fine arts, Crafts and Music subjects. 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 in 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 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 into 3 main parts:

Part 1: Starts with general introduction and explains the structure of this book and gives you the methodological guidance.

Part 2: Provides the sample lesson plans as reference for your lesson planning process.

Part 3: Provides details on teaching guidance for each concept.

As the Primary One’s learners are not able to use learners’ book themselves, this teacher’s guide contains the answers for all activities given to learners. So, as Creative Arts teacher, you are requested to work through each question and activity before judging learner’s findings.

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 beginning. Special appreciation goes to the teachers who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this text book for the next versions.

Dr. NDAYAMBAJE Irénée
Director General, REB

ACKNOWLEDGEMENT
I wish to express my appreciation to all the people who played a major role in development of this Creative Arts (Fine Arts and Music) Teacher’s guide for Primary One. It would not have been successful without active participation of different education stakeholders.

I owe gratitude to different people and all other individuals whose efforts in one way or the other contributed to the success of translation, illustrations and image antiplagiarism, designing and layout of this Teacher’s guide textbook.

Finally, my word of gratitude goes to the Rwanda Education Board staff particularly those from the department of curriculum who were involved in the whole process of in-house textbook writing.

Joan MURUNGI,

Head of Department CTLR
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1. GENERAL INTRODUCTION

1.0. About the teacher’s guide

This book is a teacher’s guide for Creative Arts - Fine Art in Lower Primary. It is designed to accompany Lower Primary Pupils’s book and intends to help teachers in the implementation of competence-based curriculum specifically Creative Arts - Fine Art & 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 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 separate or individual 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, values 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 Creative Arts (Fine Art & Crafts and Music).

Critical thinking and problem solving

These activities require learners 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 analyse example; mark out areas in the school and get different groups to record still life and nature living like insect, persons, animal, and bird life.
- Identify a problem and design a methodology to collect the information needed to solve the problem.
- Make basic art equipment out of locally available materials.

Research and problem solving

In the subject of Creative Arts, 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 Posters, motifs and patterns, clay figures and weaving crafts.
- Write and Design different items from letter styles and illustrations.
- Making practice in this subject.
- Invent new ways of doing creative arts.
- Identify a problem which requires data collection to solve.
- Identify local problems and revise ways to resolve them.

Communication Skills

- Telling a story related to the lesson of Creative Arts needed to be studied
- Presenting ideas verbally or in writing.
- Writing letters styles for different purposes.
- Reading text related to Creative Arts.

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 Creative Arts.

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 Creative Arts (Fine Art & Crafts and Music) 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.

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 learner 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 on 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 (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 in 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 (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 he/she 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 Creative Arts (Fine Art & Crafts and Music), 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, touching, smelling, and tasting) 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 to 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 in 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 Creative Arts (Fine Art & Crafts and
Music), 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.

1.2.4.1. 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 Creative Arts (Fine Art & Crafts and Music), 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.

1.2.4.2. 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 learners 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 learners grades an important component of teaching for ending unit assessment as well as final term exams. Assessments are emphasized on:

- Skills
• knowledge
• Value
• Attitudes

1.2.5. Pupils’s 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:

1.2.5.1. Active and reflective learning

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 learning helps learners to first think quietly about the information.

1.2.5.2. Sensing and intuitive learners

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

1.2.5.3. Visual and verbal learning

Visual learning helps learners to remember best what they see; pictures, diagrams, flow charts, time lines, films, demonstrations etc. In verbal learning, learners get more out of written words and spoken explanations.

1.2.5.4. Sequential and global learning

In sequential learning, learners tend to gain understanding in linear steps, each step following logically the previous one. In global learning, learners tend to learn in large groups, 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 pupil 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, values and attitudes, which have a link with the new concepts to create good foundation and logical sequencings.

b. Lesson development

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 activities

Step 1
- The teacher discusses convincingly with learners 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 period, the teacher invites representatives of groups to present the learner’s productions/findings.
- After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of the learner’s 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 learner’s 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. Application activities

- Exercises of applying processes and products/objects related to learned unit/subunit. 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.

2. 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 Creative Arts (Fine Arts & Crafts and Music) 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............................................................

<table>
<thead>
<tr>
<th>Term:</th>
<th>Date:</th>
<th>Subject:</th>
<th>Year:</th>
<th>Unit:</th>
<th>Lesson no:</th>
<th>Timing</th>
<th>Number of learners</th>
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<tbody>
<tr>
<td>1</td>
<td>....</td>
<td>CREATIVE ART (Fine Arts and Craft)</td>
<td>P1</td>
<td>One</td>
<td>1 out of 5</td>
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| Learners with special needs in Learning and Teaching and their number | Two (2) learners with hearing and speaking impairment  
- Have a seat in front of the teacher where they see him well.  
- The teacher uses—talk to them seeing them.  
- By using the pictures prepared in advance, show them the examples concerning their case. |
| --- | --- |
| Unit One  
Key unit competence | Drawing and painting still life and nature.  
To be able to draw and paint simple shapes and express opinions through self-drawn pictures and those drawn by others |
| Lesson title | Different techniques of using basic tools and materials for drawing and painting scribbles and simple shapes. |
| Instructional objectives | Using paper, pencil and Colored ink pens, the learner will draw curved and zig zag lines according to their forms and he/she will use different colours. |
| Learning environment | The Lesson will take place in classroom. |
| Teaching and Learning materials | Drawing, painting and cutting tools. |
| References | Fine Arts Syllabus, lower level REB, Kigali, 2015 p 52. |

<table>
<thead>
<tr>
<th>Parts of the lesson+Timing</th>
<th>Description of teaching and learning activity</th>
<th>Key Unit Competences and cross cutting issues (write competences + brief explanation)</th>
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</table>
| Learners draw zigzag and curved scribbles taking into account of their nature then teacher guide and facilitate learners. | Teacher’s Activities  
Learner’s Activities |  

Creative Arts - Primary 1 - Teacher’s guide
**1. Introduction: 5 min**

In pairs of learners, teacher shows them basic materials of drawing & painting and asks them how they can be used for drawing.

Observe and give answers about the ways basic materials are used in drawing and painting.

**Generic Competences are:** cooperation, spirit in groups and sharing opinions.

**Cross cutting issues are:**

- Inclusive education: where teacher and others learners speak with higher voice to facilitate learner hearing loss.
- Gender where boys and girls have given equal to explore materials and answer to questions.

---

**2.: Body of the lesson 25 min.**

Show to learner’s examples of drawn curved and zigzag scribbles

- And ask them to observe them.

- In groups, ask learners to share opinions about those Scribbles and simple shapes made by scribbles.

Demonstrate how to draw zig zag & curved scribbles and paint simple shapes they form

- Observe curved and zig zag Scribbles.

- In groups, share opinions about curved and zig zag scribbles shown.

**Generic competences are:**

- Critical thinking and problem solving.

- Learners working in groups, it shows communion and solidarity when sharing opinions.
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- Ask learners to draw their own scribbles and paint simple shapes identified formed by them.

- Learners observe how teacher draws and paints simple shapes from curved and zigzag scribbles.

- Learners draw their own scribbles and paint simple shapes from them.

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<tr>
<th>Cross cutting issues are:</th>
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- Special care for learners having disabilities, gender equity and gender equality.

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<th>Conclusions</th>
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- Ask learners to finish their work and display it.

<table>
<thead>
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<th>Generic competences are: drawing, studying and continuous capacity building.</th>
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Ask learners to share ideas on displayed work, making hygiene, appreciated work done and give homework to learners.

- Share ideas about each displayed work, make hygiene and appreciate work done and take home work.

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</tbody>
</table>

Objectives provided for have been successfully achieved by 28 out of 35 learners. 7 learners will need more exercises of taking a pen so that they may draw lines.
UNIT 1: DRAWING AND PAINTING STILL LIFE AND NATURE

1.1. Key Unit Competences
To be able to draw and paint still life and nature using shapes and forms.

1.2. Prerequisite skills
In this unit, the teacher must lead the learners showing them the techniques of drawing and painting using different related tools. The teacher starts by asking the learners the materials they may know used in drawing or writing and he/she shows them to the learners and explain their way of use.

1.3 Cross cutting issues to be addressed
- Protect the environment when learners draw still life and nature
- Financial education by caring for different materials and tools.
- Inclusive education through caring for all learners with special needs especially those with different disabilities by providing seats before the teacher, where they can receive particular assistance from him.

1.4. Introducing the unit
Learners collaborate with their teacher to remind each other the summary of components of still life and nature objects which will be prerequisites for this unit, in drawing and painting still life and nature.

1.5. List of lessons

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Objectives</th>
<th>Number</th>
</tr>
</thead>
</table>
| 1      | • How to use basic tools and materials for drawing and painting in different ways: Scribbles and simple shapes.  
          • Use different materials to draw objects and paint them using appropriate colour.  
          • Identify the basic materials for drawing and painting.  
          • Respect and protect different materials and tools. | 3 |
| 2      | • Drawing and painting basic objects with different shapes (circle, triangle, quadrangle, rectangle, stone, brick)  
          • From the memory, drawing simple shapes.  
          • Give opinion about self made materials and those made by others.  
          • Respect and protect different materials and tools. | 3 |
| 14     |                   |        |
Lesson 1: How to use basic tools and materials for drawing and painting in different ways: Scribbles and simple shapes.

a. Learning objective
- Identify the basic tools for drawing and painting
- Different techniques for drawing and painting.
- Respect and protect different materials and tools.

b. Teaching and Learning materials
- Pencils
- Coloured pencils and ink pens
- Rubber
- Sharpener
- Papers
- Simple shapes cut or sample of drawing

c. Methodology

Prerequisites/ Revision or introduction
- Let learners share ideas about drawing and painting materials and tools.
- Show the learners basic drawing and painting materials and demonstrate how they are used.
1.1 Basic tools of drawing and painting

- Show learners the example of drawn scribbles.

The body of the lesson

- Demonstrate how to draw curved and zigzag scribbles
- Ask learners to draw curved and zig zag scribbles.

Assessment

- Ask each learner to display self drawn scribbles.
- In groups, ask learners to choose the best drawn scribbles.
- Appreciate learners’ work and advice them.
- Cleanliness of the work place, materials and their safety.
Lesson 2: Drawing and painting simple objects with different shapes (circle, triangle, quadrangle, rectangle, stone, brick)

a. Learning objective
   • From memory, draw different materials and tools with simple shapes inspired from the surroundings.
   • Care for materials.

b. Teaching and Learning materials
   • Pencils
   • Coloured pencils and ink pens
   • rubber
   • sharpener
   • papers
   • water colours

c. Methodology

Prerequisites/ Revision or introduction
   • Ask learners to use basic drawing and painting materials they studied last time.

Lesson development:
   • Distribute drawing and painting materials to the learners.
   • Demonstrate drawing and painting basic shapes.
   • Ask learners to draw simple shapes.

   • Ask learners to paint simple shapes using various colors.
Assessment

- Ask learners to display pictures of simple painted shapes
- Ask learners to choose the best drawn and painted shape according to instructional objective.
- Appreciate learners’ work and advice them.
- Cleanliness of the workplace, materials and their safety.

Lesson 3: Drawing and painting from memory pictures of objects from the surroundings

a) Learning objective

- Draw observed and from memory objects having simple shapes from the surroundings.
- Give personal opinion on self-made pictures or those made by others.
- Love and protect the environment.

b) Teaching and Learning materials

- Pencils
- Coloured pencils and ink pens
- Rubber
- Sharpener
- Papers
- Water colours

c) Methodology

Prerequisites/ Revision or introduction

- Make recognizable objects from the surroundings (school green).
- Ask learners to observe the surroundings and provide opinions on them.

Lesson development:

- Ask learners to draw and to paint from memory pictures of objects from the surroundings e.g. Plants, animals, and human.
- Ask learners to paint their objects from memory drawings.
- Assemble groups and advise them.
Assessment

- Ask learners to display pictures of simple painted shapes.
- Ask learners to choose the best pictures according to instructional objective.
- Appreciate learners’ drawn and painted objects and advise them.
- Cleanliness of the work place, materials and their safety.

Lesson 4: Drawing using colours or paints

a) Learning objective

- Select and use appropriate colours or paint for drawing.
- Give personal opinion on selfmade pictures or those made by others.
- Appreciate the beauty of the objects from the surroundings.

b) Teaching and Learning materials

- Drawing and colouring pens
- Pencil
- Rubber
- Sharpener
- Papers
- Water colours
c) Methodology

Prerequisites/ Revision or introduction

- Show learners the beauty of pictures made by others.
- Ask learners to provide opinions on shown colours in pictures.

Lesson development

- Teacher distributes materials to learners.
- Teacher demonstrate how to use colour or paints for drawing.
- Teacher asks learners to select colours or paints which are appropriate to objects they are going to draw.
- Learners individually start drawing using colours or paints.

• Teacher tries to reach to all learners for providing guidance or advice to the learners while painting.

Assessment

- Ask learners to display their artworks.
- Ask learners to choose the best drawn shapes according to instructional objective.
- Appreciate learners’ work and advice them.
- Cleanliness of the workplace, materials and their safety.

1.6. End of Unit Assessment

1. Drawing and painting simple shapes

Ask learners to identify and select basic drawing and painting materials among different materials.

2. Drawing a stone and a brick according to their shapes

- Ask learners to compare simple shapes, stone and brick according to their appearance.
- Ask learners to draw presented objects according to their shapes.

3. Drawing and painting from memory pictures
• Ask learners to identify, draw and paint objects from environment according to how they appear in environment.

4. Using colours and paints for drawing according to the appearance of objects
   • Ask learners to express the beauty of decorations’ made with colours.
   • Ask learners to choose the best objects according to the best coloured.

1.7. Additional activities
   • Redrawing using curved scribbles.
   • Drawing imitating curved scribbles according to their form.
   • Draw simple shapes, stone and brick according to their appearance
   • Show colours related to each drawn picture
UNIT 2: PRINT-MAKING

2.1. Key Unit Competence

To be able to print images on objects using different materials from the surroundings.

2.2. Prerequisite skills

In previous unit the learner learnt to draw simple shapes. He/she is able to draw scribbles and use colours for painting and colouring. This will help him/her to make best choice of pictures to print. Use available materials in their surrounding to print designed patterns on a surface.

2.3. Cross cutting issues to be addressed

Transverse themes which we will deal with in this unit with regard to gender equity in teaching and learning to emphasize balanced chance. Another transverse theme appears in respecting and protecting the environment where learners use materials and tools from the surroundings.

2.4. Introducing the unit

A teacher reminds learners the summary of previous lesson like drawing and painting simple shapess, which will have great contribution in this unit.

2.5. List of lessons

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Objectives</th>
<th>Number of periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Process of using basic tools in print-making. • Using different print making tools. • Identify basic materials and tools used in print-making. • Love and protect the environment.</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>• To print Pictures on simple tools, e.g. paper • Create and classify different pictures pleasantly by manipulating different materials and tools with simple shapes. • Providing opinions on selfmade pictures or those made by others. • Appreciate the beauty of the objects.</td>
<td>1</td>
</tr>
</tbody>
</table>
Lesson 1: Process of using basic tools in print-making.

a. Learning objective
   - Identify the basic tools used in print-making
   - Use print-making materials and tools.
   - Love and protect the environment

b. Teaching and learning materials
   - Various print-making tools from the surrounding.
   - papers
   - fabrics
   - pencils
   - Multicoloured paints
   - Brushes

c. Methodology
   Introduction
   - Teacher show some pictures made using print making techniques to learners and ask them to mention used techniques.
   - Learners provide different answers where some may discover that used technique is print making
   - In groups, teacher asks learners to share opinions about materials and tools which can be used in print-making.
   - In groups, learners identifies various tools and materials.

Lesson development
   - Teacher gives instructions to the learners before distributing materials to them.
   - Teacher demonstrates how to use distributed materials for showing process of print making.
• In groups, ask learners to print patterns on simple tools.
• Learners print different patterns on simple surface e.g. on a piece of paper.

2.1. Pictures of simple shapes made by printmaking technique
• Teacher approaches each group for providing guidance and facilitation.

Assessment/conclusion
• Ask learners’ groups to display papers on which pictures are printed.
• Ask learners to choose the best objects on which pictures are printed according to the instructional objective of this lesson.
• Appreciate learners’ artworks.
• Cleanliness of the workplace, materials and their safety.

Unit 2: To print pictures on simple tools e.g. a piece of paper
a. Learning objective
• Create and classify pictures pleasantly using materials having simple shapes.
• Provide opinions on selfmade pictures or those made by others.
• Appreciate the beauty of the object.

b. Teaching and learning materials
• Various print-making tools from the surrounding.
• papers
• fabrics
• pencils
• Multicoloured paints
• Brushes
c) Methodology

Introduction

- Ask learners to share opinions about the objects they know on which pictures are printed.
- Ask learners to identify tools on which pictures may be printed.

Lesson development

- Teacher gives instructions to the learners before distributing materials to them.
- Teacher demonstrates how to use distributed materials for printing on a piece of paper.
- Ask learners to prepare objects to be used for printing on a fabric.
- Ask learners to print pictures on a small fabric.

2.2. Picture of a small fabric on which are printed decorations

- Teacher approaches each group for providing guidance and facilitation.

Assessment

- Ask learners to display fabrics on which pictures are printed.
- Ask learners to choose the best objects on which pictures are printed according to the instructional objective of this lesson.
- Appreciate learners’ artworks.
- Cleanliness of the work place, materials and their safety.

Unit 3: Applying various motifs on surfaces used from memory materials

a. learning objectives

- Create and classify pictures pleasantly.
- Give personal opinion on selfmade pictures or those made by others.
- Love and protect the environment.

b. Teaching and learning materials

- Various print-making tools from the surrounding.
• papers
• fabrics
• pencils
• Multicoloured paints
• Brushes

c. Methodology

Introduction
• Ask learners to observe and analyse some objects visible in the surroundings.
• Ask learners to gather materials from environment that can be used for print making

Lesson development
• Teacher gives instructions to the learners before distributing materials to them.
• Teacher demonstrates printing using one of gathered material
• Teacher asks learners to use gathered materials for printing
• Teacher approaches each group for providing guidance and facilitation.

Assessment
• Ask learners in groups to display pieces of paper with printed pictures.
• Ask learners to choose the best pieces of paper with printed pictures
• Appreciate learners’ realization and advise them.
• Cleanliness of the work place, materials and safety.

2.6. End unit Assessment
• Ask learners to give opinion about fabrics with printed pictures.
• Ask learners to choose print-making tools and use them for producing artwork.
• Ask learners to prepare tools used for printing on surfaces.

2.7. Additional activities
• Ask learners to prepare objects which will be printed on surfaces e.g. piece of paper, small fabric, small box etc.
UNIT 3: MODELING AND METHODS OF BUILDING CLAY FIGURES

3.1. Key Unit Competences

To be able to model different figures or forms using clay or red soil (inombe)

3.2. Prerequisite skills

In this unit, the teacher must help learners to know the process of preparing clay or red soil using different materials and tools. In preparing clay or red soil, learners may appreciate the beauty and the value of natural phenomena. After that, the teacher will lead learners to exhibit artworks and they give opinions about them.

3.3. Cross-cutting issues to be addressed

- Protect the environment while learners exchange opinions about clay and red soil.
- Material resource management, care for different materials and tools.
- Care for all learners with special attention to those with different disabilities, having a seat before the teacher, where they can receive particular assistance from him.

3.4. Introducing the unit

From previous units, teaching and learning materials are from the surroundings. It is the same in making clay figures where clay is from various spots. After collecting clay, it is prepared using figures of some objects from the surroundings.

3.5. List of lessons

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Objectives</th>
<th>Number of periods</th>
</tr>
</thead>
</table>
| 1      | Methods of using basic materials in modeling clay figures and ceramics. | - Use clay or red soil (inombe) in making various figures.  
- Process of preparing clay or red soil (inombe).  
- Love and protect the environment. | 2 |
Lesson 1: Methods of using basic materials in modeling clay figures and ceramics.

a. learning objectives
   - Identify different ways of making figures using clay or red soil.
   - Love and protect the environment.

b. Teaching and learning materials
   - Various materials and tools used in clay preparation and those used in modeling various figures.

c. Methodology

Introduction
   - Show learners different materials and tools used in clay preparation.
   - In groups, ask learners to exchange opinions about the ways basic materials are used to prepare clay.

The body of the lesson
   - In groups, ask learners to sort, sieve, mix clay and add water up to the last step (ready to be used).
   - Demonstrate how to model clay figures.
   - Ask learners to build or to model clay figures imitating figures made by others.
   - Approach each group for providing them guidance and facilitation where necessary.

Conclusion or Assessment
   - Ask learners to exhibit clay figures they have built.
   - Ask learners’ groups to choose the best performed figures.
• Appreciate learners’ activities and advise them.
• Cleanliness of the workplace, materials and their safety.

Lesson 2: Use of clay or red soil (inombe) in creating simple figures inspired from surroundings.

a. Learning objectives
• Describe the methods of making clay figures.
• Create clay figures.
• Respect and protect materials and tools.

b. Teaching and learning materials
• Clay figures.
• Clay or red soil (inombe).
• Sand or stone clay.

c. Methodology

Introduction
• Ask learners to observe forms that have been modeled by others and choose what they want to model using clay.

Lesson development
• Teacher gives instructions to learners.
• Teacher demonstrate how to model clay figure inspired from environment
• Ask learners to build clay figures and imitating figures modeled by others and others inspired from environment.

3.1. Cup modeled using clay

• Ask learners to build clay figures imitating orange, carrot, maracuja, small animals.
• Approach each group for guidance and advice.

Assessment
• Ask learners to exhibit clay figures they have modeled.
• Ask learners’ groups to choose the best performed figures.
• Appreciate learners’ activities and advise them.
• Cleanliness of the workplace, materials and their safety.

3.6. End of Unit three Assessment
• Ask learners to model a cup using clay
• Ask learners to model different fruits using clay according to their nature.

3.7. Additional activity
• Ask each learner to build clay figure of any home material he/she wants.
UNIT 4: Weaving using locally available materials

4.1. Key unit competence

To be able to weave different objects using different natural fibres from the surrounding.

4.2. Prerequisite skills

In the lessons following this unit, print making and drawing, the learner studied to draw simple shapes including the square, the triangle, the circle and others. These are some of the shapes that can be used to make a basket, hand-woven toolsetc.

4.3. Cross cutting issues to be addressed

The cross cutting issues in this unit are:

Gender. where both boys and girls are forming groups. Also, it is clear that the materials they will use are from the surrounding hence they should be protected and safeguarded.

4.4. Introducing the unit

Showing learners woven objects used in daily activities at home. Allow learners share their views on woven materials used in daily home activities. As they are exchanging ideas, it is clear that they also talk about the materials found in their community used in weaving. Showing learners how to start weaving, weaving itself, and how to finish weaving. Invite learners in groups to start weaving.

4.5. Lessons

<table>
<thead>
<tr>
<th>Lesson title</th>
<th>Lesson objectives</th>
<th>Number of periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Steps of weaving of different tools: beginning, development and finishing). • Identifying materials used in weaving found in their community • Weaving his/her own objects using materials found in his/her surrounding • To explain the technique used in weaving various objects • Love and safeguard environment.</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Various ways of weaving decorations using yarns or fibres. • Identifying materials used in weaving • Using threads or various yarns in weaving decorated objects • Appreciate the beauty of objects.</td>
<td>2</td>
</tr>
</tbody>
</table>
Lesson 1: Steps of weaving of different tools: beginning, development and finishing).

a. Learning objective
   - To explain steps used in weaving different objects
   - Weaving objects using materials found in local environment
   - Love and safeguard environment

b. Learning and Teaching materials
   - Different tools and materials used in weaving found in surroundings

c. Methodology

Introduction
   - Teacher shows to the learners materials that have been weaved by others and ask them materials used to weave them.
   - Tell learners in groups to share views on materials used in weaving.
   - Invite learners to share views on woven objects they know.

Lesson development
   - Teacher distribute materials for weaving to the learners and give them instructions
   - Teachers demonstrate steps of weaving from local materials
   - Teacher asks learners to apply steps of weaving
   - Learners start applying steps of weaving

Tell learners to weave and to finish what they have started
   - Come closer to each group to assist them where necessary and to advise them.
Assessment
- Invite learners in groups to present what they have woven and to share views on them
- Tell the groups of learners to select the best artworks
- Appreciate the work done by learners and advise them
- Invite learners to keep well what they have done
- Clean the place and the materials they have used and keep them well.

Lesson 2: Various ways of weaving decorations using yarns or fibres.

a. Learning objectives
- Identify materials used in weaving
- Use different threads or fibres to make artworks
- Appreciate the beauty of artworks.

b. Learning and Teaching materials
- Different tools and materials used in knitting found in the community
- Cutting objects.

c. Methodology

Introduction
- Teachers ask learners to explain steps of weaving they learnt in the last lesson.
- Teacher shows learners woven materials for decoration and explain materials that have been used to weave them.
- Learners explain materials that have been used to weave decorative objects, learners come to observe

Lesson development
- Teacher distribute weaving materials to the learners and give them instructions
- Teacher demonstrate weaving by a draft (gutungira or gutondera)
- Ask learners to start weaving using thread or fibres.
- Learners start weaving artworks.
4.5. Artworks made in thread and sticks

- Teacher come closer to each group to provide a guidance and facilitation where necessary
- Learner finish weaving

Assessment
- Invite learners in groups to display, present their work and to share views on it
- Tell the groups to select the best artworks
- Appreciate the work done by learners
- Clean the place and the materials they have used and keep them safe.

4.6. End of unit 4 assessment

- Teacher asks learners to weave any tool for daily use found at their home.
- Tell learners to share views on their work. Ask learners to weave any decorative materials they want using threads or fibres

4.7. Additional activities

- Invite learners to weave artworks they chose themselves using thread or coloured strings
- Ask learners to weave a small mat using materials found in their community.
UNIT 5: PUPPETRY AND COLLAGE

5.1. Key unit competence
To be able to create various playing tools and collage of different materials in a way it can generate a new object.

5.2. Prerequisite skills
In the lessons following this unit, in drawing and textile decoration, the learner studied drawing different shapes and some of the elements from the surrounding, as well as naming tools and materials he/she can use that are found in the surrounding and that he/she is taught to safeguard.

5.3. Cross cutting issues to be addressed
Materials the learner uses in this unit to make puppets and collage are obtained from the surrounding. It is in this context he/she has to safeguard them because not only they are source of air we breathe but also a place from which we get tools and materials we use in our daily life. Furthermore, when assisting learners to form groups, the teacher will ensure both boys and girls are represented thus gender balance is respected. Here, we may not forget to talk about learners with disability that should also be given special attention by the teacher seating them in an appropriate space in order to give them particular instructions.

5.4. Introducing the unit
Showing learners various puppets and inviting them to share views focusing on tools and materials that have been used in making them.

Showing learners different pictures like stuck figures and asking them to differentiate between them, sharing views on the characteristics of tools and materials used to make those figures.
5.5. Lessons

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson objectives</th>
<th>Number of periods</th>
</tr>
</thead>
</table>
| 1      | Making puppets using different materials and articles | Name different tools and materials used to make puppets  
Make different puppets using various tools and materials  
Love and safeguard environment. | 1 |
| 2      | Create collaged pictures or different materials and articles using various tools | Name different tools and materials used in collage  
Make collage and bring together materials using a variety of techniques  
Keeping the materials well and cleaning them. | 2 |
| 3      | Assessment | Make sure the learner is able to make different puppets | 1 |

**Lesson 1: Making puppets using different materials and articles**

**a. Learning objectives**

- Identifying different materials used to make puppets
- Making different puppets using various materials
- Love and safeguard the environment

**b. Teaching and Learning materials**

- Different puppets
- Pictures
- Tools, materials and articles found in the surrounding
- Cutting tools

**c. Methodology/ Introduction**

- Teacher shows the learners different puppets and ask them to explain materials that have been used to make them.
- Ask learners to exchange their views on puppets they are seeing.
Lesson development

- Teacher gives instruction to the learners
- Teacher provides learners with the available needed materials for making puppet
- Teacher demonstrate how to make puppet from gathered materials
- Teacher asks learners to prepare materials used to make puppets
- Learners start making their own puppets.

Assessment

- Teacher asks learners in groups to display the puppets they have made and to share views on them.
- Ask groups of learners to select the best puppets.
- Appreciate the work done by learners and advise them.
- Clean the place and the materials they have used and keep them in the safe place.

Lesson 2: Create collaged pictures or different materials and articles using various tools

a. Learning objectives

- Identifying materials for making collage using various techniques
- Making Collage work from assembling materials using different techniques

b. Teaching and Learning materials

- Pictures
- Tools and materials gathered from the surrounding
- Cutting objects
- Glue
c. Methodology

Introduction

• Teacher shows learners pictures made from collage technique of picture making.
• Teacher invites learners in groups to share views on the pictures they have seen.

Lesson development

• Teacher gives the learners materials needed for making collage and instructions.
• Teacher demonstrates how to make collage
• Teacher asks learners to select appropriate materials for collage work they want to make considering the colour, texture and size of that object in its nature.
• Learners start making their own collage work.
• Teacher comes closer to each group of learners for providing guidance and facilitation where necessary.

Assessment

• Ask learners in groups to share views on pictures they have made
• Ask groups of learners to select the best pictures.
• Appreciate the work done by learners and advise them
• Clean the place and the materials they have used and keep them well.

5.6. End of unit 5 assessment

• Ask learners to make puppets of animals they like
• Ask learners to make any collage work of home material using materials from the surrounding

5.7. Additional activities

• Tell learners to make collage of a house or an aeroplane

Ask learners to make puppet of an animal they want using materials selected from the surrounding.
UNIT 6: EMBROIDERY DECORATIONS

6.1. Key unit competence

To be able to create different decorative patterns on fabrics using different embroidery techniques

6.2. Prerequisite skills

In the lessons following this unit especially in drawing, the learner has been able to draw different geometric shapes and some tools and materials from the surrounding, and even all kinds of lines. Consequently, the learner can design a knitting draft and make different simple figures on tissues, folding clothes with the help of the teacher.

6.3. Cross cutting issues to be addressed

In this unit, special attention will be given to learners with hearing and speech disabilities by making them sit in front near the teacher in order to assist them particularly using signs and figures. In addition, when helping learners to form groups, the teacher ensures that both boys and girls are represented, hence gender balance is respected.

6.4. Introducing the unit

Showing learners knitted pieces of cloth used in different areas and ask them to share their views on them following lesson objectives, the characteristics and various artwork colours.

Ask learners to prepare tools and materials and start making different fashions to knit lines and basic shapes.

6.5. Lessons

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson objectives</th>
<th>Number of periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Different techniques and process of creating basic embroidery designs on textiles e.g. line Stitch and cross stitch. • Presenting different tools and materials used in embroidery • Making simple embroidery designs on clothes • Love and keep the surrounding safe.</td>
<td>1</td>
</tr>
</tbody>
</table>
Lesson 1: Different techniques and process of creating basic embroidery designs on textiles

a. Learning objectives
   • Presenting different tools and materials used in embroidery.
   • Making simple embroidery artwork on clothes
   • Appreciate the beauty of the materials.

b. Teaching and Learning materials
   • Pencil
   • Piece of cloths
   • Thread with different colours
   • Paper
   • Small tissues or fabrics
   • Needles
   • Rulers

c. Methodology

Introduction
   • Teacher asks learners to observe and exchange their views on embroidery made on fabric or piece of clothes they have observed.
   • Teacher invites learners to mention objects found in their respective homes on which embroidery have applied and mention materials / tools used to make them.
   • Learners mention objects with embroidery patterns found at their homes.
Lesson development

- Teacher distributes materials to the learners and gives them instructions related to safe use of given materials especially needles.
- Teacher demonstrates how to apply different embroidery line stitches on fabric.
- Teacher invites learners to make different embroidery stitches on fabrics or pieces of clothes.
- Come nearer to each group to guide and help them where necessary.

Assessment

- Invite learners in groups to present embroidery pieces of cloth and share their views on them
- Tell the groups of learners to select the best embroidery work.
- Appreciate the work done by learners and advise them.
- Clean the place and the materials they have used and keep them well.

Lesson 2: Techniques of creating decorative patterns on fabrics using embroidery technique

a. Learning objectives

- Identify techniques of embroidery.
- Making embroidery patterns of decoration using different thread
- Keeping and cleaning the tools and materials well.

b. Teaching and Learning materials

- Pencil
- Thread with various colours
- Paper
• Small tissues
• Needles

c. Methodology

Revision

• Teacher asks learners embroidery stitches they have applied in the last lesson.
• Learners give different answers and the teacher helps them to harmonize focusing on line stitches.

Lesson development

• Teacher gives materials to the learners and instructions to follow while making embroidery. The teacher focuses on the use of needles.
• Teacher demonstrates how to make embroidery patterns decoration on a fabric.
• Learners start making their own embroidery decorations on fabrics or piece of clothes.
• Teacher comes nearer to each group to assist them where necessary and to advise them.

6.5. Embroidery of Square

6.6. Circled embroidery

Assessment

• Invite learners in groups to present their embroidery artwork and share ideas about them.
• Tell learners in groups to select the best embroidery artwork.
• Appreciate the work done by learners and advise them.
• Ask learners to clean the place and the materials they have used and to keep them well.

6.6. End of unit 6 assessment

• Ask learners to make embroidery of rectangle shape.
• Ask learners to make embroidery of four line stitches they have learnt.

6.7. Additional activities

• Learners make embroidery of triangle and rectangle shapes.
REFERENCES


2. Elizabeth Kiama, Edward. (2010) *Distinction, Creative Arts,* year 2, Kenya Literature Bureau, Nairobi


