FOREWORD

Dear Teacher,

Rwanda Education Board is honored to present Creative Arts (Fine Arts, Crafts and Music) Teacher’s guide, Primary Two which serves as a guide to competence-based teaching and learning to ensure consistency and unity in the learning of 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 supporting 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’ instructive methods, 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 individual work activities.
- Provide supervised opportunities for learners to develop different competences by giving tasks which develop 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 inception. 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 Irénéé**
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 Two. 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 MURUNGJ
Head of Curriculum, Teaching and Learning Resources Department
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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 & Crafts) in Lower Primary Two. It is designed to accompany Lower Primary Student’s book and intends to help teachers in the implementation of competence-based curriculum specifically Creative Arts (Fine Art & Crafts and Music) 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 competence-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 spread in learner centered rather than the traditional instructive approach. A 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 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, and bird life.
- Identify a problem and design a approach to collect the information needed to solve the problem.
- Make basic art equipments out of local available materials

**Research and problem solving**

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

**Creativity and Innovation**

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

- Drawing and painting.
- Designing 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 Creative Arts (Fine Art & Crafts and Music) needed to be studied.
- Presenting ideas verbally or in writing.
- Writing letters styles for different purposes.
- Reading text related to Creative Arts (Fine Art & Crafts and Music).
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 colleague who is more knowledgeable in areas that need personal improvement and development.
- Exploit all opportunities available to improve knowledge and skills in Creative Arts (Fine Art & Crafts and Music).

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 and 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
- 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.
This book of Creative Arts (Fine Art & Crafts and Music) has some learning activities through which some cross-cutting issues will be developed as shown in the table below:

<table>
<thead>
<tr>
<th>Cross-cutting issues</th>
<th>Learning activities that develop cross cutting issues in Creative Arts (Fine Art &amp; Crafts and Music)</th>
</tr>
</thead>
</table>
| Environment and sustainability | • 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 modeling. |
| Gender                       | • 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          | • 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 ways depending on their learning speed, needs or any other special problem they might have. However, the teacher has the responsibility to know how to implement his/her methodologies and approaches in order to meet the learning needs for 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 improve the learning environment. This will be done depending on the subject and the nature of the lesson.

In order to create a good 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 exercises, outdoor activities, and practical works).
- Maintain an organized classroom (or art rooms) and limit distraction. This will help learners with special needs to stay on track during lesson and follow instruction easily.
- Vary the speed 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 lengthy or several instructions at once. It is better to use simple, concrete sentences in order to enable them understand what you are asking.
- Use clear simple 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 approach.
- 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 audio signs.

Below are general strategies related to each main type of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not complete 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.
- Slowly 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, 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 movement difficulties:

- Adapt activities so that learners who use wheelchairs or other movement aids, or other learners who have difficulty moving, can participate.
- Ask parents/caregivers to assist with adjusting 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 helpful devices.

Revision of assessment strategies:

Each unit in the teacher’s guide provides additional activities to help learners achieve the key unit competence. Results from assessment tell the teacher which learner needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all types 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) 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 important part of teaching and learning process. The main purpose of assessment is for improvement. Assessment for learning/ continuous/ formative assessment aims to improve learners’ learning and teacher’s teaching whereas assessment of learning/summative assessment aims to improve the whole 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 process. 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 suitable 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 earlier to or during instruction and is intended to inform teachers about the learners’ previous knowledge and skills, in order to assist with planning. It is used to make decisions 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 whole progress of the learner. The teacher will use one or a combination of the following:

(a) observation

(b) pen and paper

(c) oral questionins

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 changes 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 emphasized 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 learners’ 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 natural 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.

Progressive and global learners

Progressive learners tend to gain understanding in direct 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 individual work activities.

• He/she encourages individual, peer and group evaluation of the work done
in the classroom and uses suitable competence-based assessment approaches and methods.

- He provides supervised opportunities for learners to develop different competences by giving tasks that develop 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 the main part and their small steps:
a. Introduction

Introduction is a part where the teacher makes connection between the current and previous lesson through suitable method. The teacher opens short discussions to encourage learners to think about the previous knowledge and connect it with the current instructional objective. The teacher reviews the previous 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 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 start collaborative learning, to discover knowledge to be learned).

Step 2

- The Teacher let the learners work collaboratively on the task
- During this period the teacher refrains to intervene directly on the knowledge.
- He/she then monitors how the learners are progressing towards the knowledge to be learned and improve 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 students’ productions/findings.
- After three/four, an acceptable number of presentations, the
teacher decides to engage the class into exploitation of the learners’ productions.

b.3. Exploitation of learner’s productions

- The teacher asks the learners to evaluate the productions which ones are correct, incomplete or false.

- Then the teacher judges the reasoning of the learners’ products, corrects those that are false, completes those that are incomplete, and confirms those that are 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/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 improved 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 way. Even the experienced Creative Arts (Fine Art & Crafts and Music) teacher needs a lesson plan in order to use the lesson time effectively. Below is a sample of a lesson plan.

School name: ............................
Names of teacher: ..........................

<table>
<thead>
<tr>
<th>Term</th>
<th>Date:</th>
<th>Content</th>
<th>Year</th>
<th>Unit</th>
<th>Lesson</th>
<th>Duration</th>
<th>Number of learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.../..</td>
<td>CREATIVE ART (Fine Arts and Craft)</td>
<td>P 2</td>
<td>1</td>
<td>2</td>
<td>40 mn</td>
<td>40</td>
</tr>
</tbody>
</table>

Learners with special educational needs
- learners with hearing impairment
- teacher uses sign language.
- The teacher speaks loudly and openly.

Unit
Drawing and painting still life and nature.

Key unit competence
To be able to draw and paint still life and nature using shapes and forms.

Lesson title
Drawing and painting different materials with basic shapes (quadrangle, triangle, circle e.g. cup, brick, stone)

Instructional Objectives
Using drawing paper, a pencil, colored pencil, the learner will be able to draw objects with the following shape: (a cup, a brick, a stone etc...) and paint them correctly using different colors.
<table>
<thead>
<tr>
<th>Learning and teaching environment</th>
<th>The lesson will be done in classroom or outside and this will depend on the weather situation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and learning materials</td>
<td><strong>Drawing and paintinging materials.</strong></td>
</tr>
<tr>
<td>References</td>
<td><em>Arts ad creative syllabus, lower primary level, REB, Kigali, 2015, page 59</em></td>
</tr>
<tr>
<td>Stages and timing</td>
<td><strong>Description of teaching and Learning activities</strong></td>
</tr>
<tr>
<td></td>
<td>Learners will be drawing and paintinging objects with basic shapes like circle, rectangle and triangle while teacher will be guiding and facilitating learners.</td>
</tr>
<tr>
<td>Introduction: 5mn</td>
<td><strong>teacher’s activities</strong></td>
</tr>
<tr>
<td></td>
<td>- Ask learners to give objects with the shape of rectangle, trangle and circle.</td>
</tr>
<tr>
<td></td>
<td><strong>Learner’s activities</strong></td>
</tr>
<tr>
<td></td>
<td>- Learners to give objects with the shape of rectangle, trangle and circle.</td>
</tr>
<tr>
<td></td>
<td><strong>Generic competence</strong></td>
</tr>
<tr>
<td></td>
<td><em>Critical thinking</em></td>
</tr>
<tr>
<td></td>
<td><em>This happen while thinking correct answer the asked.</em></td>
</tr>
<tr>
<td></td>
<td><strong>Cross cutting issues:</strong></td>
</tr>
<tr>
<td></td>
<td><em>Gender</em> is promoted while boys and girls are encouraged and given equal chances to provide the answer to the asked questions.*</td>
</tr>
<tr>
<td>Lesson Development: 25 mn</td>
<td>Creative Arts - Primary 2 - Teachers’ Guide</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>- Distributes drawing and painting materials to the learners.</td>
<td><strong>Generic competence</strong></td>
</tr>
<tr>
<td>- Demonstrate drawing and painting objects with basic shapes.</td>
<td><strong>Critical thinking is developed in learners when they are thinking about ways of making good drawings and while thinking good colours to paint drawn objects.</strong></td>
</tr>
<tr>
<td>- Ask learners to draw and paint objects with basic shapes.</td>
<td><strong>Cross cutting issues</strong></td>
</tr>
<tr>
<td>- Guide learners by providing facilitation where necessary.</td>
<td><strong>Financial education:</strong> this will be integrated when learners will be doing their work keeping in mind that they must not miss use material as they are bought and they come up managing them for long use.</td>
</tr>
</tbody>
</table>

Drawn objects with basic shapes. Learners will put detail while finishing their works.
## Conclusion and Assessment: 10mn

| - Ask learners to display their work and share ideas. | - Displaying their work and selecting the best work. | - Critical thinking while appreciating the beauty of the objects. |
| - Appreciating the works of learners | - Making hygiene of materials before keeping them. | - Environment and stainability: this will be integrated while learners are making hygiene after finishing their work they prefer to remain their class and used materials cleaned and well stored |

Teacher’s assessment: - Evaluate whether the objectives settled above were attained

- Assessment using the main topics that can lean to the success of your objectives

- Show where you have to improve
1.2 Key unit competence
To be able to draw and paint still life and nature using shapes and forms.

1.2 Prerequisite skills
The teacher shows the learners the suitable method that is used in drawing and decorating different pictures of still life objects and the nature. Learners, during this activity, they discover the beauty of nature. Then after, expose their works and comments on them, sharing views by showing respect among them.

1.3 Cross cutting issues
Environmental protection, when learners draw still life objects and environment like plants, animals, and insects.

Financial education is also applicable in this unit, when the learner takes into consideration the value of objects because they cost money and that they should be protected.

1.4 Introduction of the unit.
To introduce this unit, the teacher asks learners to give objects from our environment which have these elements of art, shape and form once learners finish to give examples teacher promises them to study basic methods of drawing objects with these basic elements.
### 1.5 List of lessons

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Number of periods</th>
</tr>
</thead>
</table>
| 1      | Drawing and painting different materials with basic shapes (quadrangle, triangle, circle e.g. cup, brick, stone) | • Be familiar with different shapes of objects  
• Use different colors to paint  
• Love of environment protection | 3 |
| 2      | • Drawing and Painting objects from the surroundings with simple shapes:  
  • Things: (house, car, table, chair)  
  • Plants: (tree, leaf)  
  • Animals: (fish, rabbit, tomcat)  
  • A person | • Use of various colors according to the objects  
• Paint objects correctly  
• Paint plants correctly  
• Decorate animals correctly  
• Decorate a person  
• Appreciate the beauty of objects | 4 |
| 3      | Use of color mixture | Make the mixture of colors to give another color while decorating fruits, vegetables, etc.... | 3 |
| 4      | Drawing through imitation objects from the surroundings by mixing colors and applying them | • Draw and decorate surrounding and others which have different shapes  
• Love of the nature and environment protection | 3 |
|        | Assessment | Ensure that each student is able to draw imitating different shapes and volumes and using colors still life and nature objects | 1 |
Lesson one: Drawing and Painting different things with basic shapes

Learning objectives

The learner will be able to draw shapes and volumes and use different colors related to them.

a. Learning and Teaching materials

- Drawing or bring objects and others which have shapes and volumes like a brick, a cup, a stone, etc....
- A pencil
- Drawing paper
- Charpeners
- Simple shapes made from paper

b. Methodology

Introduction

- Teacher brings pictures that have been drawn by others and show them to the learners for discovering basic shapes found on these drawings.
- Learners will say basic shapes appear on the drawings that teacher have brought.
- Teacher will ask learners to link drawing with real objects they have such as a stone, a cup, a brick, etc...........

Lesson Development

Step one

- Teacher distributes drawing and Painting materials to the learners and give them instructions.
- Teacher demonstrates how to draw objects they have which have simple shapes.
- Learners after making observation from teacher’s demonstration they start drawing their own images.

Drawing of a stone     1.2. Drawing of a cup                   1.3. Drawing of a brick
Step two

- For painting drawn images teacher demonstrate how to paint them using water colours as most they are suitable colour to be used for lower primary learners. They may prefer to use even colour pencil, crayons, pastel and gauoche if they don’t have water colors they may use them. Remember that oil paint is not suitable for lower primary learners.
- Learners start painting their drawings following the model of their teacher.

Assessment

- For evaluation, teacher asks the learners to draw and paint blackboard and bucket.
- Learners start drawing and painting.
Lesson Two: Drawing and painting objects from the surroundings with simple shapes:

- Things: (house, car, table, chair)
- Plants: (tree, leaf)
- Animals: (fish, rabbit, tomcat)
- A person

a. Learning objectives

Draw different volume objects

- Draw using pencils of different colors
- Appreciate the beauty of objects

b. Teaching and Learning materials

- A pencil and colored pencils
- Drawing paper
- Charpeners
- Puppets of house, a car, a table, a chair, etc
- Brushes
- watepaints

c. Methodology

Introduction

- Teacher shows learners pictures drawn by others and ask them to observe and name objects drawn.
- Learners observe pictures and say names of objects drawn.

Lesson Development

Step one

- Teacher distributes drawing and Painting materials to the learners and give them instructions.
- Teacher demonstrates how to draw objects they have which have simple shapes.
- Learners after making observation from teacher’s demonstration they start drawing their own images.
2.2. Plants: A leaf, a tree

1.15. The picture of a leaf
1.16. The picture of a tree

2.3. Animals (a rabbit, a fish, a cat)

1.17. The picture of a rabbit
1.18. The picture of a fish
1.19. The picture of a cat

2.4. A picture of a person

1.20. The image of a person

Step two

- Teacher distributes drawing and Painting materials to the learners and give them instructions.
- Teacher demonstrates how to draw objects they have which have simple shapes.
- Learners after making observation from teacher’s demonstration they start drawing their own images.
c. A complete picture of a person

1.30. A painted picture of a person

Assessment

- Teacher asks learners to display their art works so that together they select the best and appreciate every one who have participated.
- Learners display their work.
- Learners gather used materials for making their hygien and keep the class clean.
Lesson three: Using mixture of colors

a. Learning objectives
- Be able to mix basic colors to obtain others and use them in shading / painting.
- Be able to use various Paints and realat them to the elements of the nature.
- Love and protect environment.

b. Teaching and Learning materials
- Various colors of paint
- Small brushes used to mix Paint
- Bowls to be used to mix Paint such as a plate, a cap, etc that are found in the surrounding.

c. Methodology

Introduction
Inviting learners to mention the colors which they know

Lesson Development

Step one
To make a mixture of two basic colors:
- Mixing yellow and red colors to get orange color
- Mixing yellow and blue colors to get green color.
- Mixing red and blue colors to get purple color.
- Mixing orange and a little black colors to get brown color.
- Mixing white and a little black colors to get grey color.
Lesson three: Using mixture of colors

a. Learning objectives

• Be able to mix basic colors to obtain others and use them in shading / painting.
• Be able to use various Paints and relate them to the elements of the nature.
• Love and protect environment.

b. Teaching and Learning materials

• Various colors of paint
• Small brushes used to mix Paint
• Bowls to be used to mix Paint such as a plate, a cup, etc that are found in the surrounding.

c. Methodology

Introduction
Inviting learners to mention the colors which they know

Lesson Development
Step one
To make a mixture of two basic colors:
• Mixing yellow and red colors to get orange color
• Mixing yellow and blue colors to get green color.
• Mixing red and blue colors to get purple color.
• Mixing orange and a little black colors to get brown color.
• Mixing white and a little black colors to get grey color.

1.3.4 Orange and Black colors give brown color
1.3.5 White and black colors give grey color

Step two
Using obtained colors to paint fruits and vegetables

Assessment

1. Presenting drawings and evaluating learner’s performance and sharing views in respect and appreciating the beauty of the objects.
2. Inviting learners to mix two colors to get another color.

Lessons Four: Drawing through imitation objects from the surroundings by mixing colours and applying them

a. Learning objectives

• Draw imitating surrounding
• Paint imitating surrounding
• Appreciating the nature

b. Teaching and Learning materials

• A pencil
• Colored pencils and Paint
• Drawing paper
• Charpeners
• Rabbons
• Water colors

c. Methodology

Introduction

Getting outside the classroom and observing objects in the nature.

Lesson Development

Step one

Drawing imitating objects from the surrounding.

Step two

Painting related to drawing objects

Assessment

1. Presenting the pictures and sharing views in respect and appreciating the beauty of the objects.
2. Ensuring that each learner is able to draw using shapes and volumes and applying colors of still life things and the nature.

1.6 End of unit 1 assessment

• Draw and Paint the following objects: a picture of a brick, a picture of a table, a picture of a car.
• Draw and Paint the following plants: a picture of a tree, a picture of a flower.
• Draw and Paint a picture of any animal on your choice.
• Draw and Paint a picture of a person.

1.7 Additional activities

• Draw and paint a picture of a cupboard.
• Draw and Paint a picture of a tomato.
• Draw and Paint a picture of a bird.
• Draw and Paint pictures of a father, a mother and her children.
• Draw and Paint a picture of a bottle.
• Draw and Paint a picture of a plum.
• Draw and paint a picture of a cut orange.
• Draw and Paint a picture of a mortar.
UNIT TWO: PRINT-MAKING USING DIFFERENT MATERIALS FROM THE SURROUNDINGS

2.1. Key unit competences
To be able to design images of objects using different materials from the surroundings.

2.2. Generic competences
Within this unit, the teacher has to guide learners in order to help them to be familiar with the application of print making and decoration to the objects met on his/her village. Let them apply print making and decorating objects in surroundings. They discover the beauty of the objects after print making and decorating them. Then after, the teacher guides them to present their works and share views in respect.

2.3 Cross cutting issues
To ensure that learners with physical disabilities are able to copy others using another part of his/her body. For example: a learner who does not have hands can use his/her foot to decorate.

Environmental protection, when learners are applying print making and decorating papers using such as leaves, plants, etc

Financial education is also applicable in this unit, when the learner takes into consideration the value of objects because they cost money and that they should be protected.

2.4 How to introduce the lesson?
To introduce the lesson of print making and decorating, the teacher can collect learning and teaching materials such as a pieces of cloth, drawing paper and other print made simple pictures improved to the level of children. Then the teacher tells the learners that they will imitate the pictures.
### 1.5 List of lessons

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Number of periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>list of contents</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>copy images on simple materials like paper using leaves, hand, maize stem and coin.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Use different techniques of making print and decorating print making in a picture of a coin.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Print making on paper used in picture of a foot or a hand.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Imitate the pictures made by others.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Respect and protect the nature.</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Make Different decorations using print making materials and tools with different shapes.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Print making using various tools.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Respect and protect tools and materials.</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Copy Pictures on small Fabrics inspired from the surrounding.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Apply print making using piece of clothes.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Apply print making using pictures related to the nature and a piece of cloth.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Appreciate the beauty of the objects.</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Study and use of pictures related to the environment.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Study the beauty of the objects.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Respect and Protect different materials and tools.</td>
<td>1</td>
</tr>
<tr>
<td>Assessment</td>
<td>• Ensure that the learner is able to apply print making and decorating using different objects in his/her surrounding (a coin, a cap, a leaf, a maize stem).</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Ensure that a learner respects and protect materials and tools.</td>
<td>1</td>
</tr>
</tbody>
</table>
Lesson one: print images on simple materials like paper

a. Learning objectives

• Apply print making using different object from the surrounding.
• Apply print making on his or her self choice using simple tools like a hand, a foot, a coin, a leaf, a maize stem, etc

b. Learning and Teaching materials

• A leaf
• A maize stem
• A coin, etc

c. Methodology

Introduction

• Teacher takes pictures of persons who are making print making and show to the learners and asks them materials and method that are being used.
• Learners mentioned that method to be used is print making for materials they will say different materials.

Lesson Development

• Teacher distributes printing materials to the learners and give them instructions
• Teacher demonstrates how to make printing.
• Learners start making print by Soaking the maize stem into the paint and make print on the paper.
• Some learners may choose making printing by putting the paper on the coin and using a pencil to make print the coins.
• Soaking the hand or foot into the paint and applying print making on a paper.

2.1. A picture made using a maize stem

2.2: printing using coin
Assessment

- Learners Present the pictures and sharing views in respect and appreciating the beauty of the objects
- Ensuring that each learner is able to make various decorative objects using different tools used in print making and in different images.

Lesson Two: **Make Different decorations using print making materials and tools with different shapes.**

a. **Learning objectives**

- Print making using rooted crops or other objects met in their communities. For example: Carrot, aubergines, slippers, bodaboda, and Paint.

b. **Teaching and Learning materials**

- Water colours or Paint which can be removed by water.
- Paper
- A carot or aubergine shaped differently that can help to make print
- Bodaboda
- Avocado seed
- Banana skin

2.2. Painted apple cut into two, and the paint

2.3. Different tools that can be used

c. **Methodology**

**Introduction**

- Teacher takes pictures of persons who are making print making and show to the learners and asks them materials and methods that are being used.
• Learners mentioned the methods to be used in print making for materials given.

**Lesson Development**

• Teacher distributes to the learners different materials and tools that can be used in print making.
• Teacher demonstrates print making.
• The learner has to cut an apple so as to give a beautiful picture and then after, he/she paints it or puts it into the paint bowl. He/she print makes the picture on a paper or on a piece of cloth.

---

2.4. Decoration made using Paint and various objects

**Lesson Three: Decorating on a piece of cloth**

**a. Learning objectives**

Decorating on a piece of cloth using materials in the surrounding (example: using a bottle top).

**b. Teaching and Learning materials**

- Paint
- A piece of cloth
- A bottle top
- A nail
- A stone (or a hammer) use to fix the the nail in the bottle top

**c. Methodology**

**Introduction**

- Teacher shows to the learners some print made by others and ask them used materials.
- Learners observe pictures and mention used materials.

**Lesson Development**

- Teacher distributes to the learners different materials and tools that can be used in print making.
• Teacher demonstrate print making.
• The learner can put the bottle top into the paint bowl and the pose the top on the piece of cloth many times, either in one color or many.

2.5 Nailed bottle tops

2.6 Printing using bottle tops on a piece of cloth

Assessment

• Presenting the artworks and sharing views in respect and appreciating the beauty of objects.
• Make hygien of used materials and working place.

Lesson Four: Analysing the use of pictures related to the surroundings

a. Learning objectives

• Analyse and use of pictures related to the surrounding.
• Observe and draw a picture of an object outside of the classroom related to the environment.

b. Learning and Teaching materials

• Paint
• Paper to use in making decoration or pieces of cloth.
• An Irish patato, a patato, a banana, an avocado seed shaped differently so as to a beautiful picture.

c. Methodology

Introduction

• Inviting learners to get outside and make an observation on the nature (school garden).
• Inviting them to observe the nature and comment on it.

Lesson Development

Print making the picture of objects using various objects.

1.4 A primaking picture done usind a lemonade or an orange

Assessment

• Presenting artworks and sharing views in respect and appreciating them
• Insuring that each student is able to primake decoration using different materials

2.6. End of unit Two assessment

• Print making a picture using a hand or foot on a paper.
• Print making a picture on a paper using carrot, or aubergine and paint.
• Print making a picture on a piece of cloth using a bottle cap and paint.
• Print tmaking a picture of one of the elements of the nature, using any material of your choice.
• Prin tmaking a picture on a paper using the coin.
2.8 Print making a picture on a paper using the coin.

- Print make a picture on a paper using one of the following materials: The thumb, the hand or the foot.

1.5 A picture made using the foot or the hand
UNIT THREE: BUILDING CLAY FIGURES

### 3.1 Key unit competences
To be able to create clay figures and forms using red soil (inombe) and clay.

### 3.2 Prerequisite skills
Within this unit, the teacher has to guid learners in order to teach the how to make different objects from clay red soil (inombe) following the steps given by the teacher. Let them make different objets that are found in their villages. While making those materials from clay red soil (inombe) or original clay. Learners discover the beauty of the objects in their envirnment. Then after, the teacher guides them to present their works and share views in respect.

### 3.3 Cross cutting issues to be addressed
While making objects from clay, learners develop the culture of environmental protection, financial education where learners take into consideration the importance of materials and tools, thus they should be expended carelessly.

Taking care of every learner especially focusing on the specificity of each learner

### 3.4 How to introduce the lesson?
To introduce this unit about modeling thick pictures, using clay red soil (inombe) or original red soil (inombe), the teacher can bring simple of various learning and Teaching materials, i.e different simple materials adapted to the level of learners, and then asks them which materials they are made of, he/she tells them that they are going to proceed likewise.

### 3.5 List of lessons

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Number of periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparing clay or Red soil (inombe) before Modeling figures.</td>
<td>• Mention different materials that are used to make and prepare pictures from the clay • Respect and protect materials and tools from dirty</td>
</tr>
</tbody>
</table>
2 Modeling figures using clay or red soil (banana, Irish potatoes, tomato, guava, avocado) | Apply the manner of making objects from clay red soil (inombe) or original clay
Use of clay or clay red soil (inombe) to model different objects
Imitate by making objects made by others | 1

3 Modeling figures of objects select freely from environment using clay, plasticine or red soil. | Create thick pictures using different materials | 1

Assessment | Evaluate and monitor that the learner is able to model different thick pictures from the clay | 1

Lesson 1: Preparing clay or Red soil (inombe) before modeling figures.

a. Learning objectives

- Mix the mud or clay
- Prepare original clay or clay red soil (inombe) to make thick picture.

b. Teaching and Learning materials

- Mud or clay
- A Wooden handle
- Water
- A bucket
- Material to use while modeling picture
- A hoe
c. Methodology

Introduction

Keeping the clay or mud in order to save its quality to be used in the following lesson.

Using specific materials like plastic sacks, woolen sacks, buckets and other materials that are not harmful to the learners.

Assessment

The assessment is done in groups ensuring that a learner can mix and separate the clay/mud from waste or stones.

Lesson Two: Modeling figures using clay or red soil (bananas, Irish potatoes, tomatoes, guavas, avocados)

a. Learning objectives

- Model thick pictures
- Make from clay or mud imaginative picture met in surrounding: a banana, an Irish potato, a tomato, a guava, an avocado, etc

b. Teaching and Learning materials

- Mud or clay
- A Wooden handle
- Water
- A bucket
- Material to use while modeling picture
- A hoe

c. Methodology

Introduction

Teacher shows to the learners some modeled objects made by others.
Learners observed objects modeled by others.

**Lesson Development**

- Teacher distributes materials for modeling.
- Teacher gives instructions to the learners.
- Learners start modeling their own forms.

![Image 3.4. Modeling a fruit](image1.png) ![Image 3.5. A picture of modeled fruit](image2.png)

**Assessment**

- Presenting artworks and sharing views in respect and appreciating the beauty of the objects.
- Ensuring that each learner is ready to model imaginative objects met in the surrounding (a banana, irish potatoes, a tomato, a goyave, an avocado, etc).
- Keep class and used materials cleaned.

**Lesson Three: Modeling figures of objects select freely from environment using clay, plasticine or red soil.**

**a. Learning objectives**

- Use clay and red soil (inombe) to model figure on your choice Imitate figures made by others

**b. Learning and Teaching materials**

- Clay or mud
- A table
c. Methodology

Introduction

• Teacher shows to the learners some modeled objects made by others.
• Learners observed objects modeled by others.

Lesson Development

• Teacher demonstrates how to model.
• Modeling forms on their own choice inspired from surrounding.

Assessment

• Ensuring that each learner is able to imagine a picture and model it and examine his/her level of creation and innovation.
• Presenting their artworks and sharing views in respects and appreciating the beauty of the pictures.

Lesson Four: Analyze and use of pictures related to the environment.

a. Learning objectives

• Analyse the use of pictures related to the environment.
• Observe an object from environment, outside the classroom and draw it.

b. Teaching and Learning materials

• prepared clay or mud
• A material which is used to model objects
• A object to be observed like a banana, irish potato, a tomato, a goyava, an avocado. etc

c. Methodology

Introduction

• Inviting learners to choose one object to model.

Lesson Development

Modeling a picture of an objects used in the surrounding
Assessment

- Presenting artworks and sharing views in respect and appreciating the beauty of the objects.

3.6 End of unit 3 assessment

- Ensuring the level of performance of students in modeling a thick picture.
- Ensuring the quality of modeled pictures and the level of performance in innovation.

3.7. Additional activity

- Choosing and modeling fruits and different materials.
UNIT FOUR: WEAVING USING MATERIALS AND TOOLS FROM THE SURROUNDING

4.1 Key unit competences
To be able to weave using different materials and tools from the surroundings.

4.2 Prerequisite skills
In this unit, the teacher has to guide learners and helps them to know how to weave different objects following the instructions such as making a ball, a small basket etc while making different objects, they use different materials met in their surrounding, they discover the beauty of the nature. Then, the teacher helps them to present their work and sharing views in respect.

4.3 Cross cutting issues to be addressed
Apply how to protect environment when learners are weaveting and making different materials. Learn how to manage their properties when they use materials made themselves. Learners take into consideration the importance of materials and tools; thus they should be used carelessly. The teacher takes care of every learner especially focusing on the specificity of each learner.

4.4 How to introduce the lesson?
To introduce the lesson of weaving, the teacher can collect learning and teaching materials such as simple textile made decoration materials that are improved to the level of children. Then the teacher tells the learners that they will imitate the pictures. They share views about the importance of textile made materials in daily life.
4.5 List of lessons

<table>
<thead>
<tr>
<th>Nº</th>
<th>Lesson</th>
<th>Objectives</th>
<th>Number of periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Choosing materials and tools related to what he/she wants to weave.</td>
<td>Mention the materials used in weaveting</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Weave Different objects eg, sacs, Baskets, tats, hats ropesetc</td>
<td>Use of a bucket or different grasses and strings to weave different materials imitate the objects made by other in weaving.</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Used in daily life (bag, van, mat, hand-woven bag, ).</td>
<td>Design him/herself woven materials using different tools and materials found in his/her community. Respect and protect materials and keep the clean.</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Assessment</td>
<td>Ensure that each learner is able to weave different objects using different materials found in her/his community</td>
<td>1</td>
</tr>
</tbody>
</table>

**Lesson one: Materials used in weaving**

**a. Learning objectives**

Mention the materials used in weaveting

**b. Teaching and Learning materials**

- Fibers (reedsurukangaga, ubunyundo, ubusuna, ubuhivu, ishinge, intamyi, imamfu, intaratare, imigano, iminaba, imigwegwe, urufunzo, imivumu, ibirere)
• Niddles
• Threads
• A knife
• A pair of scissors
• Hitting stone / stick
• Water

c. Methodology

Introduction

• Teacher brings different materials that have been weaved by others and ask learners to observe them.
• Teacher asks learners to mention weaved objects and name used materials for weaving observed objects.
• Learners name materials used like woven hand bag, hats, sacks, basket, mat,, ropes , etc

![Weaved materials](image)

4.1. Different weaved materials

Lesson Development

• Teacher distributes different materials for weaving to the learners.
• Teacher asks learners what a person can weave from those materials
• Each learner says what he or she can weave from materials they have.

Assessment

The teacher insures that learners understand the importance of weaving materials by asking some questions about them.
Lesson two: Weaving different materials

a. Learning objectives

- Design different materials like a woven hand bag
- Design and imitate the decorations made by other persons in various weaving styles.

b. Teaching and Learning materials

- Banana fibres
- Reeds and bamboos
- Imikaranka
- Scissors
- Knife

c. Methodology

Introduction

- Teacher brings different materials that have been woven by others and ask learners to observe them.
- Teacher asks learners to mention woven objects and name used materials for weaving observed objects.
- Learners name materials used like woven hand bag, hats, sacks, basket, mat, ropes etc.

Lesson Development

- Teacher distributes different materials for weaving to the learners.
- Teacher demonstrates how to weave.
- Learners weave their own objects.

4.2. A picture showing how to cross materials
Assessment

- Teacher asks learners to display their artworks and select best artwork and appreciate each participant.
- Making hygiene at working place and used materials for long use.

Lesson Three: How to weave different materials

a. Learning objectives

- Weave different objects using different weaving materials found in the community.
- Design or imitate decoration made by others.

b. Learning and Teaching materials

- Fibers
- Boxes
- Other materials found in the community

c. Methodology

Introduction

- Teacher brings different materials that have been woven by others and ask learners to observe them.
- Teacher asks learners to mention woven objects and name used materials for weaving observed objects.

Lesson Development

- Teacher distributes different materials for weaving to the learners.
- Teacher demonstrates how to weave.
- Learners weave their own objects.

4.3. A picture of the object used to keep things
Assessment

- Teacher asks learners to display their artworks and select best artwork and appreciate each participant.
- Making hygiene at working place and used materials for long use.

4.6 End of unit 4 assessment

- Ask learners to weave decorations to put in the class.
- Weave a basket for daily purpose at home.

4.7 Additional activities

- By their choice learners weave a bag that can help them to keep pens or other materials.
UNIT FIVE: PUPPETRY AND COLLAGE OF DIFFERENT MATERIALS AND TOOLS

5.1. Key unit competence:
To be able to manipulate different materials and articles to create various puppets and collage works.

5.2 Prerequisite skills
The teacher guides the learners and helps them to use and follow different methods that are used in various puppets and collage so as to obtain another element. Designing different puppets and collage help the learners to discover the beauty of the nature and be able to make themselves different materials instead of paying money to get them. Then, the teacher guides them to present their works and sharing views in respect.

5.3 Cross cutting issues to be addressed
Environment protection when learners design various puppets and collage of different tools and materials so as to obtain another element. Financial education also appears in this unit when the learners consider the importance of the materials thus they should be used carelessly. The teacher takes care of every learner especially focusing on the specificity of each learner.

5.4 How to introduce the lesson?
To introduce the lesson of designing puppets and collage, the teacher can collect learning and teaching materials, including simple puppets and collage decoration materials that are improved to the level of children. Then the teacher asks the learner what they are made of and tells the learners that they will imitate. Puppets which are in this unit are considered to serve as an example, vary them depending on the area where he/she teaches.
5.5 List of the lessons

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Number of periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Basic materials and tools used in puppetry and collage</td>
<td>Discover different materials used to make puppets and collage</td>
<td>1</td>
</tr>
<tr>
<td>2 - The process of making different puppets using different tools and tools.</td>
<td>Design different puppets using materials found in community</td>
<td>1</td>
</tr>
<tr>
<td>3 - Different collages in pictures making on various tools(flower image and decorative flowers).</td>
<td>Discover different methods used in making puppets and collage</td>
<td>1</td>
</tr>
<tr>
<td>Assessment</td>
<td>Ensure that a learner is able to make puppets and collage using different materials so as to obtain another element</td>
<td>1</td>
</tr>
</tbody>
</table>

Lesson 5.1: The process of making different puppets using different materials and tools

a. Learning objectives

- Be able to make his/her own puppets.
- Show and find materials used to make puppets.

b. Learning and Teaching materials

- A small box
- Bottle tops
- Sticks or wires
- A pair of scissors
- A toilet paper core
c. Methodology

Introduction

• Teacher invites learners to count puppets that they know.
• Teacher asks learners to name materials that can be used for making puppets.
• Learners answer teacher’s questions.

Lesson Development

• Teacher distributes materials to be used for making puppets.
• Teacher demonstrates how to make a puppet and give instructions to the learners.
• Learners prepare materials that they are going to recycle into new puppets.
• Learners start making their puppets.
• Teacher guides and provide facilitation to learners while making puppets.
Conclusion

- Teacher asks learners to present their works for appreciating each participant and selecting the best puttets.
- Learners present their puppets.
- Learners clean area of working and tools used for long use.

Lesson Two: Designing puppets and the ball

a. Learning objectives

Be able to design different puppets made from different materials found in the community.

b. Learning and Teaching materials

- Paper (polythene papers)
- Sorghum stem
- Leftovers after cutting cloth
- Dry Banana fibers
- Small boxes
- Scissor
c. Lesson Development

Introduction

- Teacher asks learners to name materials that can be used for making puppet of a ball.
- Learners answer teacher’s questions.

Lesson Development

- Different embroidery designs (chain stitch, cross stitch and stem)

Assessment

- Teacher tells learners to present their work and select the best performer.
- Learners present their work.
- Teacher together with learners they will appreciate all participants.
- Learners make hygiene of working place used tools.

Lesson three: The process of making different puppets using different tools and materials.

a. Learning objectives

Collage of different elements to get another object.

b. Teaching and Learning materials

- A pair of Scissors
- Papers of different colors
- Glue
- table

c. Methodology

Introduction

- Teacher shows to the learners collage works made by others and asks them to observe materials used to make these collage works.
• Learners observe collage works and answering asked questions.

**Lesson Development**

• Teacher distributes to the learners materials used for making collage and give them instructions.
• Teacher demonstrates how to make collage.
• Learners start making their own collage.

5.6 *Picture of a stuck flower*

**Assessment**

• Teacher tells learners to present their work and select the best performer.
• Learners present their work.
• Teacher together with learners they appreciate all participants.
• Learners make hygiene of working place and used tools.

**5.6 End of the unit 4 assessment**

• Ask learners to make puppet of any animal they like.
• Ask learners to make collage of a house.

**5.7. Additional activities**

• Using methods of cutting cloth and collage, make a picture of the candle.
• Using the methods of sticking, make a complete picture of the person.
UNIT SIX: EMBROIDERY METHODS

6.1 Key unit competences
To be able to manipulate different tools and materials in various ways to make different embroidery patterns on textiles.

6.2 Prerequisite skills
The teacher guides the learners and helps them to use and follow different methods that are used in modifying a picture on a piece of cloth. Let learners design different modified pictures. Within this activity, learners discover the beauty of the materials. Then, the teacher guides them to present their works and sharing views in respect.

6.3 Cross cutting issues to be addressed
Gender and equality is applicable when both girls and boys design textile decoration by modifying while it is a special woman activity. Financial education also appears in this unit because learners appreciate the objects made by them while they get them paying money. The teacher takes care of every learner especially focusing on the specificity of each learner.

6.4 How to introduce the lesson.
To introduce the lesson of textile decoration, the teacher can collect teaching and learning materials such as simple needlework textile made decoration materials such as a letter or a number made on a piece of cloth and asks the learners to observe and tell how they see the material. Then the teacher tells the learners that they will imitate it. The teacher may also bring other examples that show the beauty of textile decoration made using tailoring techniques.
### Lesson one: Different embroidery designs (chain stitch, cross stitch and stem)

#### a. Learning objectives

Different needlework designs (chain stitch, cross stitch and stem)

#### b. Teaching and Learning materials

- A needle
- A piece of cloth
- A pencil
• A pair of scissors

6.1. Picture of weaving materials

c. Methodology

Introduction

• Show to the learners some needlework patterns on the cloth made by others and ask learners to share ideas on materials and methods for making artworks they have observed.
• Learners come up with materials used and name of artwork applied on cloth.

Lesson Development

• Teacher distributes different materials for needlework to the learners.
• Teacher demonstrates how to make needlework design using stitches and give them some instructions for safe work.
• Learners start using different stitches for designing their names on a cloth

6.2. The name which is written using a pencil

• Each learner weaves his/her name on a piece of cloth
Assessment

- Learners present needlework patterns they have made.
- Learners together with teacher they appreciate all participants and they select best performers.
- Learners make hygiene of used materials and the place of working.

Lesson two: Different methods and process used in needlework (satin stitch, button hole stitch and loop stitch)

a. Learning objectives

Weave a picture any still life material

b. Teaching and Learning materials

- A needle
- A piece of cloth
- A pencil
- A scissors
c. Methodology

Introduction

Teacher Invites the learners to tell home materials they have seen that have needlework designs

Lesson Development

- Teacher distributes different materials for needlework to the learners.
- Teacher demonstrates how to make needlework design using stitches or button hole stitches and give them some instructions for safe work.
- Learners start using different stitches for design their names on a cloth

Assessment

- Learners present needlework patterns they have made.
- Learners together with teacher they appreciate all participants and they select best performers.
- Learners make hygiene of used materials and the place of working.

Lesson three: Creating different designs and patterns on textiles in needlework (flower, bird, and domestic materials)

a. Learning objectives

- Create different patterns using the method of needlework.

b. Teaching and Learning materials

- Threads or big yarns
- A needle
- A piece of cloth
- A pencil
- A pair of scissors
c. Methodology

Introduction

• Teacher invites the learners to observe a person who are putting needlework designs on cloths.
• Teacher asks learners names of objects to be sewed on cloths.
• Learners name objects to be sewed on cloths.

Lesson Development

• Teacher distributes different materials for needlework to the learners.
• Teacher demonstrates how to make needlework design and give them some instructions for safe work.
• Learners start making needlework of different animals a cloth.

Assessment

• Learners present embroidery design they have made.
• Learners together with teacher they appreciate all participants and they select best performers.
• Learners make hygiene of used materials and the place of working.

6.6 End of the unit 6 assessment

• Making embroidery design of a small cup.
• Making embroidery design of word on his/her choice.
• Making embroidery design of any animal.

6.7. Additional activities

• Making needlework design learner to weave the name of his/her country.
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