



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*A Skilled and Ethical Society*

**DIPLOMA TEACHER EDUCATION  
PRE PRIMARY AND PRIMARY**

**ART AND CRAFT CURRICULUM DESIGN**

**2024**

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## **INTRODUCTION**

The development of the curriculum for Diploma in Teacher Education for the Pre-Primary and Primary level (**DTE-PP&P**) is a critical milestone in the implementation of Competency Based Curriculum (CBC) in Kenya. The curriculum designs herein have been developed to prepare the teacher trainee to be able to effectively guide the learners at the Pre-Primary and Primary School level; that is from Pre-Primary One (PP1) to Grade Six (G6) in Basic Education.

It is envisaged that the teacher educator will guide the teacher trainees appropriately to embrace the shift from the Objective-Based to the Competency Based Curriculum which is hinged on use of learner-centred pedagogy for realisation of the stated expected learning outcomes. In addition, the emphasis on formative assessment to facilitate learning should be underscored as the basis for determining learner aptitude and performance. Other key aspects that have been introduced include structured micro-teaching, a longer period for the practicum and the introduction of specific Professional Courses that ensure congruence with the CBC vision, mission, pillars and guiding principles as enshrined in the *Basic Education Curriculum Framework* (KICD, 2017).

The DTE-PP&P curriculum seeks to develop the teacher to act as a facilitator in the learning process taking into consideration the different abilities and learning styles of individual target learners. The curriculum has been designed with emphasis on experiential and reflective learning to develop appropriate Pedagogical Content Knowledge (PCK); hence, the emphasis on integrated content and pedagogy for the student teachers while at college. This is to ensure that the student teacher is given adequate time to practice how to facilitate learning of the different strands prescribed in the curriculum designs.

The Curriculum designs for the DTE-PP&P are packaged according to courses of training as follows:

### **Professional Learning areas**

1. Child Development and Psychology
2. Curriculum Studies
3. Educational Resources
4. ICT Integration in Education

5. Educational Assessment
6. Research Skills
7. Inclusive Education
8. Educational Leadership and Management
9. Sociological and Philosophical Foundations of Education
10. Historical and Comparative Foundations of Education
11. Micro Teaching
12. Practicum

#### **Integrated Content and Pedagogy Learning areas**

1. English
2. Kiswahili
3. Mathematics
4. Science and Technology
5. Agriculture
6. Home Science
7. Religious Education: CRE/IRE/HRE
8. Social Studies
9. Physical and Health Education
10. Art and Craft
11. Music
12. Indigenous Language
13. Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL

## **REGULATIONS FOR DIPLOMA IN TEACHER EDUCATION -PRE-PRIMARY AND PRIMARY (DTE-PP&P)**

### **Entry Requirements**

The entry requirements for the Diploma in Teacher Education – Pre-Primary and Primary shall be **C Plain** Mean Grade in the Kenya Certificate of Secondary Education examination (KCSE) or its equivalent (as equated by the Kenya National Examinations Council (KNEC). The Special Needs Candidates (SNE) could be admitted with **C Minus (-)** Grade in KCSE or equivalent

### **Duration of Training**

The duration for the Diploma in Teacher Education – Pre-Primary and Primary shall be **three years**.

### **Subjects Offered**

The trainee undertaking the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) shall take **ALL** courses specified in the DTE- PP&P curriculum; which includes Professional Courses and learning areas (subjects) related to the content in the Pre-Primary and Primary School Curriculum.

### **Micro-Teaching and Practicum**

Micro Teaching shall be undertaken as a course and shall be a pre-requisite for the Practicum; hence a course design has been developed for it. There shall be two (2) school term practicum sessions for which guidelines shall be developed.

### **Award of the Diploma**

To be awarded the Diploma in Teacher Education – Pre-Primary and Primary (DTE-PP&P), the candidate must achieve the following:

- i) Complete the required hours for coursework and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).
- ii) Complete the required hours for the Practicum and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).

**Note:** If the student teacher fails to meet the requirements for award of the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) he/she will be allowed to repeat the specific component or learning area failed.

**Grading**

The Diploma in Teacher Education – Pre-Primary and Primary (DTE PP&P) shall be graded as stipulated by the Kenya National Examinations Council (KNEC).

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**TABLE 1: DISTRIBUTION OF PROFESSIONAL LEARNING AREAS**

	SUBJECT	TERM 1	TER M 2	TER M 3	TERM 4	TER M 5	TER M 6	Sub Total	TERM 7 Micro Teaching - Subject Practicals	TE RM 8	TER M 9	TOTAL FOR COURSE
<b>PROFESSIONAL LEARNING AREAS</b>												<b>PROFESSIONAL LEARNING AREAS (420 Hours )</b>
1.	Child Development and Psychology	10	10	10	10	10	10	60				
2.	Curriculum Studies	30	20	20	20			90				
3.	Educational Resources	10	10	10				30				
4.	ICT Integration in Education	10	10	10				30				
5.	Educational Assessment	10	10	10				30				
6.	Research Skills	10	10	4				24				
7.	Inclusive Education	10	10	10				30				
8.	Educational Leadership and Management				10	10	10	30				
9.	Sociological and Philosophical Foundations of Education				10	10	10	30				
10.	Historical and Comparative Foundations of Education				10	10	10	30				
11.	Micro Teaching	30						30				
<b>SUB TOTAL</b>		<b>120Hrs</b>	<b>80Hrs</b>	<b>80Hrs</b>	<b>60Hrs</b>	<b>40Hrs</b>	<b>40Hrs</b>	<b>414Hrs</b>				



**TABLE 2: DISTRIBUTION OF CONTENT + PEDAGOGY (SUBJECTS)**

CONTENT + PEDAGOGY (SUBJECTS)												
	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	SUB TOTAL	TERM 7 Micro Teaching - Subject Practicals	TERM 8	TERM 9	TOTAL FOR COURSE
1	English	24	34	34	35	29	30	186	30	Practicum	Practicum	<b>CONTENT &amp; PEDAGOGY (SUBJECTS) (1680 Hrs)</b>  <b>+ PRACTICUM (600Hrs)</b>
2	Kiswahili	20	20	20	20	20	20	120	20			
3	Mathematics	30	30	30	30	30	30	180	30	300 Hours	300 Hours	
4	Science and Technology	20	20	20	20	20	20	120	30			
5	Agriculture	20	20	20	20	20	20	120	20			
6	Home science	20	20	20	20	20	20	120	20			
7	Religious Education:- (CRE, IRE, HRE)	20	20	20	20	20	20	120	20			
8	Social Studies	20	20	20	20	20	20	120	20			
9.	Physical and Health Education	10	10	10	30	30	30	120	30			
10.	Art and craft	10	30	30	10	20	20	120	20			
11.	Music	10	20	20	20	20	30	120	20			
12.	Indigenous Languages	10	20	20	20	30	20	120	20			
13	Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL	10	10	10	30	30	30	120	20			
<b>SUB TOTAL</b>		230 Hrs	270 Hrs	270 Hrs	290 Hrs	310 Hrs	310 Hrs	1686Hrs				
<b>TOTAL</b>		<b>350</b>	<b>350</b>	<b>350</b>	<b>350</b>	<b>350</b>	<b>350</b>	<b>2100</b>	<b>300</b>	<b>300</b>	<b>300</b>	<b>3000 HRS</b>

## **NATIONAL GOALS OF EDUCATION**

Education in Kenya should:

### **1. Foster nationalism and patriotism and promote national unity.**

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

### **2. Promote the social, economic, technological and industrial needs for national development.**

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

#### **a) Social Needs**

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

#### **b) Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

#### **c) Technological and Industrial Needs**

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

### **3. Promote individual development and self-fulfilment**

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. **Promote sound moral and religious values.**

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. **Promote social equity and responsibility.**

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. **Promote respect for and development of Kenya's rich and varied cultures.**

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

7. **Promote international consciousness and foster positive attitudes towards other nations.**

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. **Promote positive attitudes towards good health and environmental protection.**

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

## **LEVEL LEARNING OUTCOMES FOR DIPLOMA IN TEACHER EDUCATION - PRE-PRIMARY AND PRIMARY (DTE–PP&P)**

By the end of the course the teacher trainee should be able to:

1. Model appropriate behaviour and values for Pre-Primary and Primary school learners to emulate for development of good citizenship
2. Communicate and collaborate effectively with learners, peers, parents and the community to create a conducive learning environment.
3. Use appropriate pedagogical approaches to facilitate learning for Pre-Primary and Primary school learners in and out of the classroom
4. Apply inclusive practices to support all Pre-Primary and Primary school learners including those with disabilities and special educational needs
5. Employ ICT skills in the learning process to enhance digital literacy
6. Employ appropriate assessment approaches to promote effective learning
7. Identify and nurture learner's potential and talents for appropriate placement and transition into Junior School.
8. Develop environmental conservation skills in Pre-Primary and Primary school learners to promote education for sustainable development
9. Create innovative and effective solutions to challenges in the learning process.
10. Integrate pertinent and contemporary issues in learning to enable learners to cope with daily challenges.

## **ESSENCE STATEMENT**

The Art and Craft learning area in the Diploma Teacher Education for Pre-Primary and Primary level is intended to equip the teacher trainee with fundamental pedagogical content knowledge, artistic perception skills and cross-curricular approaches to facilitate learning of Art and craft.

Through the study of Art and the growing child, the teacher trainee will acquire analytical skills to interpret, appreciate and assess children's artwork. In addition, the strand on Display and Presentation equips the teacher trainee with skills to help the learner prepare and showcase their artwork. In line with global trends, the teacher trainee will acquire digital literacy competencies to effectively and safely use a wide range of digital content and devices in the teaching and learning of Art and craft.

The theoretical underpinning for Art and Craft at this level is informed by several theories, among them Perceptual Delineation Theory (Knight,

W. B. & Keifer-Boyd, K. 2019) which considers the child's readiness to learn in relation to the socio-emotional, physical and perceptual development, intelligence and cultural disposition. The Social Constructivist Theory of Teacher Education (Ryder, M,2009) promotes the teacher trainee's individual autonomy in the teaching and learning of Art and Craft by co-constructing knowledge from own experiences and in collaboration with others.

Through this course, the teacher trainee will be grounded in pedagogical content knowledge and skills to facilitate the learner in discovering and developing their creative potential. In addition, the course lays a firm foundation for the teacher trainee to further their professional goals and to function effectively in both family and social life.

## **GENERAL LEARNING OUTCOMES FOR DPTE ART AND CRAFT;**

By the end of the Art and Craft course, the teacher trainee should be able to;

- a) Develop aesthetic awareness and judgment to enable appreciation of own and others' artworks.
- b) Identify and nurture individual learner's artistic talents and abilities.
- c) Explore the immediate environment for the acquisition of information, inspiration and resources for artistic expression.
- d) Utilize emerging technologies to enhance teaching and learning in a physical or online environment.
- e) Apply display and presentation skills for appreciation of artworks.

- f) Analyse children's artwork in relation to child artistic developmental stages.
- g) Employ appropriate modes to assess both the creative process and the final product of children's artwork.
- h) Create an all-inclusive learning environment and experiences to ensure full participation and success of learners with special needs.
- i) Integrate pertinent and contemporary issues (PCIs) in the learning experiences to create awareness.

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## STRAND 1.0 OVERVIEW OF ART AND CRAFT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>1.0 Overview of Art and Craft</b>	<b>1.1 Art and Craft curriculum in DPTE</b>  (2 hours)	By the end of the sub strand the teacher trainee should be able to: a) analyse the essence statement for DTE –PP&P Art and Craft curriculum, b) evaluate the linkage between nation goals of education, level learning outcome and the subject outcome, c) explicate the importance of Art and Craft in the society, d) appreciate the concepts of Art and Craft in the DTE –PP&P.	The teacher trainee: <ul style="list-style-type: none"> <li>● discusses the essence statements for DTE –PP&amp;P Art and Craft curriculum,</li> <li>● refer to the national goals, level learning outcome and the subject outcome of the DPTE curriculum to establish the connectedness,</li> <li>● research and brainstorm on role of Art and Craft with focus on;               <ul style="list-style-type: none"> <li>- <i>aesthetic appreciation</i></li> <li>- <i>communication</i></li> <li>- <i>educational</i></li> <li>- <i>cultural</i></li> <li>- <i>economical</i></li> <li>- <i>social</i></li> </ul> </li> <li>● critiques own and others' responses during plenary discussions.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is an essence statement important in a curriculum?</li> <li>2. How do art and craft contribute to cultural identity, personal well-being, and community cohesion in contemporary society?</li> </ol>
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>● Communication and collaboration: the teacher trainee interacts with others while critiquing own and others' responses during discussions</li> <li>● Pedagogical content and knowledge: the teacher trainee discusses the general structure of Art and Craft at DPTE and primary level</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>● Respect: the teacher trainee listens and responds to other's opinions during discussion</li> <li>● Love: the teacher trainee shows understanding for those with challenges in artistic capabilities</li> </ul>				
<b>Suggested Formative Assessment Rubric</b>				

<b>Indicator Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to analyse the essence statement for DTE –PP&P Art and Craft curriculum.	Analyses the essence statement for DTE –PP&P Art and Craft curriculum with great details.	Analyses the essence statement for DTE –PP&P Art and Craft curriculum	Analyses the essence statement for DTE –PP&P Art and Craft curriculum while, missing out of on minor details.	Analyses the essence statement for DTE –PP&P Art and Craft curriculum while, missing out of on major details.
Ability to evaluate the linkage between nation goals of education, level learning outcome and the subject outcome,	Evaluate the linkage between nation goals of education, level learning outcome and the subject outcome in depth,	Evaluate the linkage between nation goals of education, level learning outcome and the subject outcome	Evaluate the linkage between nation goals of education, level learning outcome and the subject outcome while missing out on minor details.	Evaluate the linkage between nation goals of education, level learning outcome and the subject outcome while missing out on major details
Ability to explicate the importance of Art and Craft in the society.	Explicate the importance of Art and Craft in the society in comprehensively.	Explicate the importance of Art and Craft in the society.	Explicate the importance of Art and Craft in the society while missing out on minor details.	Explicate the importance of Art and Craft in the society while missing out on major details.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>1.0 Overview of Art and Craft</b>	<b>1.2 Integrated Creative Activities/Arts curriculum. (2 hours)</b>	<p>By the end of the Sub Strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> <li>describe the subjects within Creative Activities/Arts curriculum for familiarity,</li> <li>rationalize Art and Craft inclusion in the Creative Activities/Art curriculum,</li> <li>illustrate interconnection of Creative Activities/Arts components in the Creating Strand,</li> <li>appreciate integration of components within the Creative Activities/Arts curriculum.</li> </ol>	<p>The teacher trainee:</p> <ul style="list-style-type: none"> <li>Make reference to Creative Activities/Arts curriculum to establish the subjects within; art and craft, music physical and health education,</li> <li>discuss the rationale of Art and Craft inclusion in the Creative Arts,</li> <li>ref to the Creative Activities/Arts curriculum strand on Creating to discuss and document on areas of integration in the following sample Sub Strands; <ul style="list-style-type: none"> <li>PP2-</li> <li>Grade 3- Sculpture (Toy Assemblage)</li> <li>Grade 5-</li> </ul> </li> </ul>	<p>What are the mutual benefits of integration to the components of Creative Activities/Arts?</p>

			<p>Football,</p> <ul style="list-style-type: none"> <li>● analyse the importance of the integration of subject with focus on; <i>resources improvisation, variance of pedagogies,</i></li> <li>● make a presentation in plenary on aspects of integration in the Creative Arts / Activities curriculum.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: the teacher trainee interacts with others while making presentation in plenary on aspects of integration in the creative arts / activities' curriculum</li> <li>● Digital literacy: the teacher trainee Uses actual or virtual resources to study the Creative Activities/Arts curriculum to establish its components; art and craft, music, PHE</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Integrity: the teacher trainee uses ICT to get appropriate information to study the Creative Activities/Arts curriculum to establish its components; art and craft, music PHE</li> </ul>				

<b>Suggested Formative Assessment Rubric</b>
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<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe the subjects within Creative Activities/Arts curriculum	Describes components of the Creative Activities/Arts in great details.	Describes components of the Creative Activities/Arts	Describes components of the Creative Activities/Arts with minor errors.	Describes components of the Creative Activities/Arts with major errors.
Ability to rationalize Art and Craft inclusion in Creative Activities/Art curriculum	Rationalizes Art and Craft inclusion in Creative Activities/Art curriculum logically.	Rationalizes Art and Craft inclusion in Creative Activities/Art curriculum	Rationalizes Art and Craft inclusion in Creative Activities/Art curriculum with minor logical errors.	Rationalizes Art and Craft inclusion in Creative Activities/Art curriculum with major logical errors.
Ability to illustrate the interconnection of the components of creative Arts in the Creating Strand,	Illustrates the interconnection of the components of creative Arts in the Creating Strand in depth with valid examples	Illustrates the interconnection of the components of creative Arts in the Creating Strand,	Illustrates the interconnection of the components of creative Arts in the Creating Strand while missing out on few details.	Illustrates the interconnection of the components of creative Arts in the Creating Strand while missing out on a lot of details.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Overview of Art and Craft	1.3 Careers opportunities in Art and craft (1 hour)	<p>By the end of the sub strand the teacher trainee should be able to:</p> <p>a) discuss career and business opportunities in art and craft,</p> <p>b) costing artworks to make profitable sales,</p> <p>c) appreciate career and business opportunities in Art and craft.</p>	<p>The teacher trainee:</p> <ul style="list-style-type: none"> <li>● research on and discuss career and business opportunities associated in Art and Craft with reference to the creative industry in Kenya and global context.</li> <li>● calculate the cost of selected 2D and 3D artworks with focus on; <ul style="list-style-type: none"> <li>- <i>materials and tools</i></li> <li>- <i>time input</i></li> <li>- <i>originality of ideas</i></li> <li>- <i>market prices of artworks.</i></li> </ul> </li> <li>● shares ideas on career and business opportunities in Art and craft</li> </ul>	<ol style="list-style-type: none"> <li>1. What influences career opportunities in Art and craft?</li> <li>2. What would influence the costing of an artwork?</li> </ol>
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: the teacher trainee interacts with others to brainstorm on art-related business ideas and opportunities for income generation with reference to the Kenyan and global context</li> <li>● Digital literacy-: the teacher trainee sources for online learning materials to researches on innovative ways of saving income made from profits on sales of artworks</li> <li>● Creativity and innovation: the teacher trainee discusses innovative ways of saving savings from sale of artworks</li> </ul>				

**Values:**

- Integrity: the teacher trainee uses ICT to research on and discuss career opportunities associated with talent in Art and Craft with reference to the creative industry in Kenya and the world.

**Suggested Formative Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to discuss career and business opportunities in Art and Craft	In depth discuss career and business opportunities in Art and Craft, while offering relevant examples.	Discuss career and business opportunities in Art and Craft,	Discuss career and business opportunities in Art and Craft while missing out on minor details.	Discuss career and business opportunities in Art and Craft while missing out on major details.
Ability to cost artworks to make profitable sales	Costs artworks to make profitable sales while showing detailed correct calculations.	Costs artworks to make profitable sales.	Costs artworks to make profitable sales with minor errors of the calculations.	Costs artworks without making profitable sales or with major errors of the calculations.

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<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration: the teacher trainee interacts with others to shares ideas on design features of an art room</li> <li>• Learning to learn: the teacher trainee researches on the design features of the art room</li> <li>• Digital literacy: the teacher trainee sources for online learning materials</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Respect: the teacher trainee listens and responds to other’s opinions during discussion</li> <li>• Responsibility: the teacher trainee tries out materials and tools used in art and craft</li> </ul>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
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<p><b>1.0 Overview of Art and Craft</b></p>	<p><b>1.4 Design features of the art room (1 hours)</b></p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> <li>discuss design features of an art room for conducive learning atmosphere,</li> <li>analyse the materials, tools and equipment in an art room for learning,</li> <li>appreciate design features of the art room for effective facilitation of art lessons.</li> </ol>	<p>the teacher trainee:</p> <ul style="list-style-type: none"> <li>● researches and discusses the role of design features found in the art room in regards to; <ul style="list-style-type: none"> <li>● <i>lighting (natural &amp; artificial)</i></li> <li>● <i>entry and exit points</i></li> <li>● <i>display areas</i></li> <li>● <i>disposal points</i></li> <li>● <i>working space</i></li> <li>● <i>sinks</i></li> <li>● <i>storage space</i></li> <li>● <i>drying racks</i></li> <li>● <i>ventilation</i></li> <li>● <i>electrical outlets</i></li> </ul> </li> <li>● uses online resources to research on materials, tools and equipment found in the art room such as; <ul style="list-style-type: none"> <li>● <i>padded printing tables</i></li> <li>● <i>squeegees</i></li> <li>● <i>adhesives</i></li> <li>● <i>carving tools</i></li> <li>● <i>easels</i></li> <li>● <i>dyes/paste/paints</i></li> <li>● <i>brushes (bristle and animal hair)</i></li> <li>● <i>varied types of papers</i></li> <li>● <i>soft boards</i></li> <li>● <i>varied types of fabric</i></li> <li>● <i>screen mesh</i></li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>Why should the art teacher know the layout of an art room?</li> <li>How can the art teacher improvise printing tables using locally available materials?</li> </ol>
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			<ul style="list-style-type: none"><li>● <i>varied fabrics</i></li><li>● <i>wooden frames</i></li><li>● <i>tucks/nails/hammer</i></li><li>● <i>shellac/varnish</i></li><li>● <i>overhead projector</i></li><li>● <i>long tables</i></li><li>● <i>digital cameras</i></li></ul> <p><i>(any other materials/tools/equipment relevant to the sub strands)</i></p> <ul style="list-style-type: none"><li>● <i>shares ideas on design features of an art room</i></li></ul>	
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<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: the teacher trainee interacts with others to shares ideas on design features of an art room</li> <li>● Learning to learn: the teacher trainee researches on the design features of the art room</li> <li>● Digital literacy: the teacher trainee sources for online learning materials</li> </ul>
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect: the teacher trainee listens and responds to other’s opinions during discussion</li> <li>● Responsibility: the teacher trainee tries out materials and tools used in art and craft</li> </ul>

**Suggested Formative Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to discuss design features of an art room for conducive learning atmosphere.	Intensively discusses design features of an art room for conducive learning atmosphere	Discusses design features of an art room for conducive learning atmosphere	Discusses design features of an art room for conducive learning atmosphere while missing out on a few points.	Discuss design features of an art room for conducive learning atmosphere while missing out on many points.
Ability analyse the materials, tools and equipment in an art room for learning.	Elaborately analyses the materials, tools and equipment in an art room for learning	Analyses the materials, tools and equipment in an art room for learning	Analyses the materials, tools and equipment in an art room for learning while missing out on a few materials or tools or equipment’s.	Analyses the materials, tools and equipment in an art room for learning while missing out on most of the materials or tools or equipment’s.

## STRAND 2.0 CHILD ARTISTIC DEVELOPMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>2.0 Child Artistic Development</b>	<b>2.1 Artistic developmental stages</b>  <b>(3 hours)</b>	By the end of the sub strand the teacher trainee should be able to: <ol style="list-style-type: none"> <li>a) classify and describe the artistic developmental stages of a child,</li> <li>b) discuss the linkage between a child's art production and their cognitive and physical development,</li> <li>c) exhibit art work produced by children at each developmental stage,</li> <li>d) appreciate characteristics of children's artwork in regards to their cognitive, emotional and physical development.</li> </ol>	The teacher trainee: <ul style="list-style-type: none"> <li>• research on the characteristics of artworks within the artistic developmental stages of a child,</li> <li>• collect and analyse actual/virtual samples of children's artworks to identify their characteristics in regards to;               <ul style="list-style-type: none"> <li>○ <i>cognitive development</i></li> <li>○ <i>physical development</i></li> </ul> </li> <li>• sorts the artwork according to the characteristics of artistic developmental stages;               <ul style="list-style-type: none"> <li>-<i>scribble stage (random/disordered scribbling, controlled scribbling, named) (2-4 years)</i></li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. How does the social environment affect the way children express themselves in a work of art?</li> <li>2. Why is it important for a teacher to know the artistic developmental stages?</li> </ol>

			<ul style="list-style-type: none"> <li>○ <i>pre-schematic stage (4-6 years)</i></li> <li>○ <i>schematic stage (7-9 years)</i></li> <li>○ <i>gang age/dawning realism (9-11 years)</i></li> <li>○ <i>pseudo naturalistic (realistic) 11-13 years</i></li> <li>○ <i>artistic revival stage (age of decision making) 13-16 years</i></li> <li>● create an actual/e- portfolio of art work produced by children at each developmental stage,</li> <li>● presents portfolio in plenary and critiques own and others' research findings on children's artwork</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: the teacher trainee interacts with others to present and critique own and others' research findings on children's artwork</li> <li>● Digital literacy: the teacher trainee conducts online research on child art to collect and analyse samples of children's artworks to identify their characteristics</li> </ul>				

**Values:**

- Integrity: the teacher trainee practices ethical behaviour when collecting and analysing children’s artwork.
- Responsibility: the teacher trainee presents portfolio in plenary and critiques own and others’ research findings on children’s artwork.

**Suggested Formative Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to classify and describe the artistic developmental stages of a child	In depth classifies and describe the artistic developmental stages of a child while giving relevant examples.	Classifies and describe the artistic developmental stages of a child,	Classifies and describe the artistic developmental stages of a child while missing out on minor details.	Classifies and describe the artistic developmental stages of a child while missing out on major details.
Ability to discuss the linkage between a child’s art production and their cognitive and physical development	Discusses the linkage between a child’s art production and their cognitive and physical development in details.	Discusses the linkage between a child’s art production and their cognitive and physical development	Discusses the linkage between a child’s art production and their cognitive and physical development while missing out on few details.	Discusses the linkage between a child’s art production and their cognitive and physical development while missing out on many details.

Ability to exhibit art works produced by children at each developmental stage,	Creatively exhibits art works produced by children at each developmental stage,	Exhibits art works produced by children at each developmental stage,	Exhibits art works produced by children at each developmental stage while missing out on minor details.	Exhibits art works produced by children at each developmental stage while missing out on major details.
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### STRAND 3.0 CREATING 2D ARTWORK

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>3.0 Creating 2D Artwork</b>	<b>3.1 Elements and Principles of 2D Art</b>  <b>(2 hours)</b>	By the end of the sub strand the teacher trainee should be able to: a) establish the physical characteristics of 2D artworks, b) describe the application of elements of art on 2D artworks c) distinguish categories of colours on the colour wheel, d) analyse principles of art on 2D artwork, e) create a picture to apply the elements and principles of 2D art, f) appreciate the use of elements and principles of art in the creation of 2D art	The teacher trainee: <ul style="list-style-type: none"> <li>● explore virtual/actual sources and discuss physical characteristics of 2D artworks,</li> <li>● research and document on application of elements of art on 2D artworks with reference to;               <ul style="list-style-type: none"> <li>○ <i>line- visual movement (zig zag, spiral, wavy lines)-directional lines (diagonal, vertical, horizontal lines)</i></li> <li>○ <i>shape(organic/inorganic)</i></li> <li>○ <i>Textures - tactile; visual (simulated &amp;invented)</i></li> <li>○ <i>Value/tone (Shading &amp; tinting)</i></li> <li>○ <i>Colour (hue, value, intensity)</i></li> </ul> </li> <li>●</li> <li>● mixes two primary colours proportionately to get a secondary colour</li> <li>● mixes a primary and a secondary colour proportionately to get a</li> </ul>	Why are the elements and principles of 2/3D Art important in creating an artwork?

		works.	tertiary colour <ul style="list-style-type: none"> <li>• paints a colour wheel showing the three categories of colours; (<i>Primary, Secondary, Tertiary</i>)</li> <li>• use the colour wheel to identify complementary colours, analogous colours, warm/cool colours,</li> <li>• uses virtual/actual 2 D artwork to analyse the application of principles of 2D art;             <ul style="list-style-type: none"> <li>○ <i>Balance</i></li> <li>○ <i>Rhythm and Movement</i></li> <li>○ <i>Dominance (centre of interest)</i></li> <li>○ <i>Proportion</i></li> <li>○ <i>Harmony and Unity</i></li> </ul> </li> <li>• produce a pictorial composition to apply the elements and principles of art,</li> <li>• critique others' while reflecting on their own presentation.</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration: the teacher trainee engages with others in the learning environment</li> <li>• Self-efficacy: the teacher trainee critiques own and other's work during class presentations</li> </ul>				

- Digital literacy: as the teacher trainee conducts online research on elements of art.
- Learning to learn and reflective practice: as the teacher trainee analyses the elements of art in 2D artworks
- Assessment competency: trainee as the teacher analyses artwork to comprehend the elements of art

**Values:**

- Unity: the teacher trainee works with others from diverse cultures
- Respect: as the teacher trainee critiques others' class presentations on the colour wheel
- Responsibility: the teacher trainee shares materials during the group tasks

<b>Suggested Formative Assessment Rubric</b>				
<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to establish the physical characteristics of 2D artworks,	Extensively researches on the application of all the elements of art in 2D Artworks.	Researches on the application of all the elements of art in 2D Artworks.	Researches on the application of all the elements of art in 2D Artworks while missing out on a few details.	Researches on the application of all the elements of art in 2D Artworks while missing out on many details.
Ability to describe the application of elements of art on 2D artworks	Describes the application of elements of art on 2D artworks in details with relevant examples..	Describes the application of elements of art on 2D artworks	Describes the application of elements of art on 2D artwork while missing out on minor details.	Describes the application of elements of art on 2D artwork while missing out on major details.
Ability to distinguish	Distinguishes categories of colours	Distinguishes categories of	Distinguishes categories of colours	Distinguishes categories of colours on the colour



categories of colours on the colour wheel.	on the colour wheel with relevant examples of different classes.	colours on the colour wheel.	on the colour wheel while missing out on minor details.	wheel while missing out on major details.
Ability to analyse principles of art on 2D artwork.	In details, analyses principles of art on 2D artwork.	Analyses principles of art on 2D artwork.	Analyses principles of art on 2D artwork, while missing out on minor details.	Analyses principles of art on 2D artwork, while missing out on major details.
Ability to create a picture to apply the elements and principles of 2D art.	Creatively comes up with a picture to apply the elements and principles of 2D art.	Creates a picture to apply the elements and principles of 2D art.	Creates a picture to apply the elements and principles of 2D art with minor errors on either the elements or principles of 2D Art.	Creates a picture to apply the elements and principles of 2D art with major errors on either the elements or principles of 2D Art.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>3.0 Creating 2D Artwork</b>	<b>3.2 Drawing (Materials and tools)</b>  <b>(2 hours)</b>	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> <li>a) discuss materials and tools for drawing,</li> <li>b) improvise charcoal sticks for drawing,</li> <li>c) make wax crayons using recyclable resources,</li> <li>d) explore pedagogies to facilitate improvisation of drawing tools,</li> <li>e) appreciate the use of drawing materials and tools</li> </ol>	The teacher trainee: <ul style="list-style-type: none"> <li>● study samples of drawing tools (<i>sharpening tools, drawing surfaces, rulers among others</i>; materials (<i>eraser, paper, pencils, crayons, pastel, charcoal, fixative, coloured pencils</i>, and equipment (easel), from real or virtual environments.</li> <li>● experiments with drawing tools, materials and equipment in drawing random shapes and forms. (<i>pencil grip</i>)</li> <li>● collects, trims and burns green sticks to make charcoal sticks as a medium of drawing</li> <li>● experiment with the charcoal sticks by drawing random shapes</li> <li>● collects dry pigment, paraffin and beeswax wax crayons to make wax crayons and try them out by drawing random shapes on paper</li> <li>● refer to Creative Arts curriculum to demonstrate a lesson on improvisation of</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you prepare charcoal sticks for drawing?</li> <li>2. Why is charcoal suitable for drawing by Grade 1-3 learners?</li> <li>3. Why should beeswax quantities be less to paraffin wax when making wax crayons?</li> </ol>

		in creation of drawings.	drawing tools with focus on; mainstreaming values and PCIs, <ul style="list-style-type: none"> <li>• displays and critiques own and others' improvised charcoal sticks, wax crayons and lesson demonstration.</li> </ul>	
<b>Core competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Imagination and innovation: the teacher trainee improvises charcoal sticks and wax crayons</li> <li>• Communication and collaboration: the teacher trainee interacts with others in group work</li> <li>• Self-efficacy: the teacher trainee displays and critiques own and others' work.</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>• Respect : the teacher trainee accommodates others when working in groups</li> <li>• Unity: the teacher trainee works with others from diverse cultures</li> <li>• Responsibility: the teacher trainee shares materials during the group tasks</li> </ul>				

### Suggested Formative Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to discuss materials and tools for drawing,	In details discusses materials and tools for drawing.	Discusses materials and tools for drawing.	Discusses materials and tools for drawing while missing out of few details.	Discusses materials and tools for drawing while missing out on many details.

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to improvise charcoal sticks for drawing,	Innovatively improvises charcoal sticks for drawing.	Improvises charcoal sticks for drawing.	Improvises charcoal sticks for drawing with minor errors.	Improvises charcoal sticks for drawing with major errors.
Ability to make wax crayons using recyclable resources,	Innovatively makes wax crayons using recyclable resources.	Makes wax crayons using recyclable resources.	Makes wax crayons using recyclable resources with minor errors.	Makes wax crayons using recyclable resources with major errors.
Ability to explore pedagogies to facilitate improvisation of drawing tools,	In depth, explores pedagogies to facilitate improvisation of drawing tools.	Explores pedagogies to facilitate improvisation of drawing tools.	Explores pedagogies to facilitate improvisation of drawing tools while missing out on minor details.	Explores pedagogies to facilitate improvisation of drawing tools while missing out on major details.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>3.0 Creating 2D Artwork</b>	<b>3.3 Basic drawing activities (2 hours)</b>	<p>By the end of the sub strand the teacher trainee should be able to;</p> <p>a) analyse basic drawing activities for fine motor development,</p> <p>b) illustrate basic drawing activities for familiarity,</p> <p>c) create pictorial compositions by colouring using dry media,</p> <p>d) facilitate a lesson using song on basic drawing activities,</p> <p>e) appreciate basic drawing activities for fine motor skills.</p>	<p>The teacher trainee:</p> <ul style="list-style-type: none"> <li>● explore virtual and actual sources to analyse drawing activities for young children; <i>scribbling, doodling and dot joining,</i></li> <li>● create patterns using scribbling technique,</li> <li>● create doodle compositions denoting children’s artwork,</li> <li>● demonstrate dot-joining technique,</li> <li>● source basic form/ pictures inspired by themes in Creative Activities curriculum</li> <li>● sketch/trace on different drawing papers and colour using varied dry media tools,</li> <li>● discuss, plan and demonstrate a lesson on basic drawing activities using songs with focusing on; <ul style="list-style-type: none"> <li>○ <i>holding the drawing tool</i></li> <li>○ <i>eye- hand coordination,</i></li> </ul> </li> </ul>	<p>How do drawing activities like doodling, scribbling, and dot joining contribute to the development of fine motor skills and cognitive processes in young children?</p>

			<ul style="list-style-type: none"> <li>○ <i>safety,</i></li> <li>○ <i>sustaining of attention</i></li> <li>○ <i>fun and enjoyment,</i></li> <li>● participate in assessment of own and peer sample drawings and lesson demonstration.</li> </ul>	
<p><b>Core competences to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Self-Efficacy:</b> the teacher trainee displays their scribbling, doodling and dot joining work.</li> <li>● <b>Creativity and imagination:</b> the teacher trainee uses varied dry media tools on different drawing papers to achieve tone and texture</li> <li>● <b>Pedagogical Content Knowledge:</b></li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect: the teacher trainee appreciates each other's work during display and discussion.</li> <li>● Peace: the teacher trainee harmoniously shares views.</li> <li>● Love: the teacher trainee shares of resources.</li> <li>● Responsibility: the teacher trainee cares for own and others materials.</li> </ul>				

### Suggested Formative Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to analyse basic drawing style for fine motor s.	In depth, Analyses basic drawing style for fine and gross motor.	Analyses basic drawing style for fine and gross motor.	Analyses basic drawing style for fine and gross motor with minor errors.	Analyses basic drawing style for fine and gross motor with major errors.
Ability to illustrate basic drawing styles for creativity.	Creatively illustrates basic drawing styles for creativity.	Illustrates basic drawing styles for creativity.	Illustrates basic drawing styles for creativity with minor errors.	Illustrates basic drawing styles for creativity with major errors.
Ability to create pictorial compositions by colouring using dry media.	Creatively comes up with pictorial compositions by colouring using dry media.	Creates pictorial compositions by colouring using dry media.	Creates pictorial compositions by colouring using dry media with minor errors.	Creates pictorial compositions by colouring using dry media with major errors.
Ability to facilitate a lesson using song on basic drawing activities	Creatively, facilitates a lesson using song on basic drawing activities	Facilitates a lesson using song on basic drawing activities.	Facilitates a lesson using song on basic drawing activities while missing out on few details.	Facilitates a lesson using song on basic drawing activities missing out on many details.

## STRAND 4.0 CREATING 2D ARTWORK

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.0 Creating 2D Artwork</b>	<b>4.1.2 Smudge technique (2 hours)</b>	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> <li>a) describe smudging technique in drawing,</li> <li>b) create value gradation strip using smudging technique,</li> <li>c) illustrate smudging to create value/tone,</li> <li>d) facilitate lessons on smudge technique using scaffolding pedagogy,</li> <li>e) appreciate the smudge technique of</li> </ol>	The teacher trainee: <ul style="list-style-type: none"> <li>• use virtual and actual resources to research on the smudge technique of shading using soft drawing media,</li> <li>• draws a scale strip and creates value gradation by smudging,</li> <li>• draws two overlapped forms and use soft media like charcoal, chalk, pastels and pencils to create light and dark effect</li> <li>• makes reference to Art and Craft concept in grade 4 Creative Arts curriculum designs facilitate lessons on smudge technique using scaffolding strategy focusing on;               <ul style="list-style-type: none"> <li>- <i>Locally available materials and tools for smudging</i></li> <li>- <i>introducing smudge shading on;</i> <ul style="list-style-type: none"> <li>o <i>One object</i></li> <li>o <i>Several objects</i></li> </ul> </li> <li>- <i>introducing smudging on forms using; (seamless &amp; staggered shading)</i></li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. How does one create light and dark effect through smudging a dry media on a surface?</li> <li>2. Why is smudging used in drawing?</li> <li>3. Why is a cylinder a good choice of form to introduce shading to young children?</li> <li>4. What determines the choice of assessment tools for 2D and 3D artworks?</li> <li>5. How do you prepare assessment rubrics for 2D and 3D artwork?</li> <li>6. How does an analytical assessment rubric</li> </ol>



		shading in creation of light and dark effect.	<ul style="list-style-type: none"> <li>displays and critiques own and others' artwork shaded by smudging.</li> </ul>	differ from holistic rubric?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>Imagination and innovation: as the teacher trainee improvises charcoal sticks and wax crayons</li> <li>Communication and collaboration: as the teacher trainee interacts with others in group work</li> <li>Assessment competency: the teacher trainee applies appropriate assessment strategies for drawing</li> <li>Self-efficacy: as the teacher trainee displays and critiques own and others' work.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>Respect : the teacher trainee accommodates others when working in groups</li> <li>Unity: the teacher trainee works with others from diverse cultures</li> <li>Responsibility: the teacher trainee shares materials during the group tasks</li> </ul>				

### Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe smudging technique in drawing.	Describes smudging technique in drawing in great details.	Describes smudging technique in drawing.	Describes smudging technique in drawing while missing out on minor details.	Describes smudging technique in drawing while missing out on major details.
Ability to create value gradation strip using smudging technique.	Neatly creates value gradation strip using smudging technique.	Creates value gradation strip using smudging technique.	Creates value gradation strip using smudging technique with minor errors.	Creates value gradation strip using smudging technique with major errors.

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to illustrate smudging to create value/tone.	Creatively Illustrates smudging to create value/tone.	Illustrates smudging to create value/tone.	Illustrates smudging to create value/tone with few errors.	Illustrates smudging to create value/tone with many errors.
Ability to facilitate a lesson on smudge technique using scaffolding pedagogy	innovatively facilitates a lesson on smudge technique using scaffolding pedagogy	Facilitates a lesson on smudge technique using scaffolding pedagogy	Facilitates a lesson on smudge technique using scaffolding pedagogy with few errors.	Facilitates a lesson on smudge technique using scaffolding pedagogy with many errors.
Ability to apply appropriate methods and tools for assessing smudge technique	innovatively Applies appropriate methods and tools for assessing smudge technique	Applies appropriate methods and tools for assessing smudge technique	Applies appropriate methods and tools for assessing smudge technique while missing out on minor details.	Applies methods and tools for assessing smudge technique while missing out on major details.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.0 Creating 2D Artwork</b>	<b>4.1.3 Cross hatching technique</b>  <b>(2 hours)</b>	<p>By the end of the sub strand the teacher trainee should be able to:</p> <ul style="list-style-type: none"> <li>a) describe cross hatching in creating light and dark effect in drawing,</li> <li>b) draw a composition using crayon etching to apply cross hatching technique,</li> <li>c) facilitate a lesson on crayon etching- cross hatching in upper primary level.</li> <li>d) explicate strategies of developing the competence of learning to learn in an art lesson,</li> <li>e) appreciate the cross-hatching technique of shading in creation of</li> </ul>	<p>The teacher trainee:</p> <ul style="list-style-type: none"> <li>● use technologies to source and study samples of cross hatched drawings,</li> <li>● illustrate a hatching to create value,</li> <li>● illustrate a scale gradation strip by; <ul style="list-style-type: none"> <li>- <i>density and scarcity of lines in creating dark and light effect</i></li> </ul> </li> <li>● use crayon etching to create a drawing composition to apply cross hatching- <i>overlapping forms</i>,</li> <li>● refers to grade 5 Creative Arts designs to discuss strategies of facilitating lessons on crayon etching technique focusing on; <ul style="list-style-type: none"> <li>- <i>appropriate locally available materials and tools for crayon etching,</i></li> <li>- <i>appropriate steps for crayon etching,</i></li> </ul> </li> <li>● researches on the core competence of learning to learn and participates in brainstorming and presenting strategies of developing the</li> </ul>	<ol style="list-style-type: none"> <li>1. What is the effect of cross-hatching sparse lines?</li> <li>2. How can the crayon etching process, combined with cross-hatching techniques, be used to create depth, texture, and contrast in a composition?</li> </ol>

		light and dark effect.	competence in Art and Craft lessons in primary level focusing on; <ul style="list-style-type: none"> <li>• <i>identification of individual learner's learning styles</i></li> <li>• <i>pedagogical differentiation</i></li> <li>• <i>individual learner support</i></li> <li>• <i>constructive feedback</i></li> <li>• displays and critiques own and others' work.</li> </ul>	
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**Core competencies to be developed:**

- Communication and collaboration: the teacher trainee interacts with others in group work
- Assessment competency: the teacher trainee applies appropriate assessment strategies for drawing
- Self-efficacy: the teacher trainee displays and critiques own and others' work.

**Values:**

- Responsibility: the teacher trainee shares materials during the group tasks
- Respect : the teacher trainee accommodates others when working in groups
- Unity: the teacher trainee works with others from diverse cultures

**Suggested Formative Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe ways of cross hatching to create light and dark effect in drawing	Describes ways of cross hatching to create light and dark effect in drawing i details with relevant examples.	Describes ways of cross hatching to create light and dark effect in drawing	Describes ways of cross hatching to create light and dark effects in drawing while missing out on a few points.	Describes ways of cross hatching to create light and dark effects in drawing while missing out on a

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
				many points.
Ability to draw a composition using crayon etching to apply cross hatching technique	Creatively draws a composition using crayon etching to apply cross hatching technique	Draws a composition using crayon etching to apply cross hatching technique	draws a composition using crayon etching to apply cross hatching technique with minor errors.	Draws a composition using crayon etching to apply cross hatching technique with major errors.
Ability to facilitate a lesson on cross hatching technique in upper primary level	with details and examples Facilitates a lesson on cross hatching technique in upper primary level	Facilitates a lesson on cross hatching technique in upper primary level	Facilitates a lesson on cross hatching technique in upper primary level while missing out on a few details.	Facilitates a lesson on cross hatching technique in upper primary level while missing out on most details.
Ability to explicate strategies of developing the competence of learning to learn in an art lesson	Innovatively explicates strategies of developing the competence of learning to learn in an art lesson	Explicates strategies of developing the competence of learning to learn in an art lesson	Explicates strategies of developing the competence of learning to learn in an art lesson with minor errors	Explicates strategies of developing the competence of learning to learn in an art lesson with major errors

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.0 Creating 2D Artwork</b>	4.1.4 Stippling technique  <b>(2 hours)</b>	By the end of the sub strand, the teacher trainee should be able to: a) analyse samples of drawings shaded by stippling b) create value gradation strip by stippling to show light and dark effect. c) illustrate stippling technique on overlapped shapes to create light and dark effects. d) facilitate lessons on stippling technique in upper primary level. e) apply appropriate methods and tools for assessing stippling. f) appreciate stippling technique of shading in creation of light and	The teacher trainee: <ul style="list-style-type: none"> <li>● use actual or virtual resources to study samples of stippled drawings</li> <li>● draws a four-scale strip and create value gradation by stippling to show light and dark effect.</li> <li>● uses dry media to stipple on overlapped cylindrical shapes to create light and dark effects.</li> <li>● makes reference to Creative Arts curriculum designs to discuss strategies of facilitating lessons on stippling technique in upper primary level;               <ul style="list-style-type: none"> <li>- <i>appropriate locally available materials and tools for stippling</i></li> <li>- <i>rationale for</i></li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. How do you create dark shades between the overlapped cylinders by stippling?</li> <li>2. What is the effect of varying the concentration of dots?</li> </ol>

		<p>dark effect.</p>	<p><i>introducing stippling on;</i></p> <ul style="list-style-type: none"> <li>○ <i>one object</i></li> <li>○ <i>several objects</i></li> </ul> <p>- <i>density and scarcity/size of dots in creating dark and light effect.</i></p> <ul style="list-style-type: none"> <li>● <b>researches on digital literacy and makes notes for discussing strategies of developing digital literacy in Art and Craft lessons in primary level with focus on;</b> <ul style="list-style-type: none"> <li>- <i>tasks that elicit critical thinking</i></li> <li>- <i>development of functional skills</i></li> <li>- <i>online safety skills</i></li> <li>- <i>netiquette</i></li> <li>- <i>time for reflection</i></li> </ul> </li> <li>● <b>employs peer assessment focusing on;</b> <ul style="list-style-type: none"> <li>- <i>appropriate methods during the process of shading by stippling.</i></li> </ul> </li> </ul>	
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			<ul style="list-style-type: none"> <li>- <i>the finished product (using analytical rubric)</i></li> <li>- displays and critiques own and other's work.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: the teacher trainee interacts with others in group work</li> <li>• Assessment competency: the teacher trainee applies appropriate assessment strategies for drawing</li> <li>• Self-efficacy: the teacher trainee displays and critiques own and others' work.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: the teacher trainee shares materials during the group tasks</li> <li>• Respect : the teacher trainee accommodates others when working in groups</li> <li>• Love and Unity: as the teacher trainee works with others from diverse cultures</li> </ul>				

### Suggested Formative Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to analyse samples of drawings shaded by stippling	in depth, analyses samples of drawings shaded by stippling	Analyses samples of drawings shaded by stippling	Analyses samples of drawings shaded by stippling while missing out on minor details.	Analyses samples of drawings shaded by stippling while missing out on major details.
Ability to create a value gradation strip by stippling to show	Neatly creates a value gradation strip by stippling to show light and dark	Creates a value gradation strip by stippling to show light	Creates a value gradation strip by stippling to show	Creates a value gradation strip by stippling to show



<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
light and dark effect.	effect.	and dark effect.	light and dark effect with minor errors.	light and dark effect with major errors.
Ability to illustrate stippling technique on over lapped shapes to create light and dark effects	Creatively Illustrate stippling technique on overlapped shapes to create light and dark effects.	Illustrates stippling technique on overlapped shapes to create light and dark effects.	Illustrates stippling technique on overlapped shapes to create light and dark effects with few errors.	Illustrate stippling technique on overlapped shapes to create light and dark effects with many errors.
Ability to apply appropriate methods and tools for assessing stippling.	Innovatively Applies appropriate methods and tools for assessing stippling.	Applies appropriate methods and tools for assessing stippling.	Applies appropriate methods and tools for assessing stippling while missing out on minor details	Applies methods and tools for assessing stippling while missing out on major details.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.0 Creating 2D Artwork</b>	<b>4.2 Painting</b> materials, tools and equipment  <b>(2 hour)</b>	By the end of the sub strand the teacher trainee should be able to: <ol style="list-style-type: none"> <li>a) describe materials, tools and equipment used for painting</li> <li>b) improvise brushes using local resources to be used for painting,</li> <li>c) paint different surfaces using finger technique,</li> <li>d) appreciate the use of painting materials and tools in creation of paintings.</li> </ol>	The teacher trainee: <ul style="list-style-type: none"> <li>• watches online clips on painting materials (<i>types of paper, paints, tools (brushes) and equipment (easels)</i>)</li> <li>• observes actual painting materials and tools found in the art room and tries them out on simple paintings</li> <li>• explore task-based approach to sources materials from the environment and improvises brushes for painting.</li> <li>• use visual learning aids that elicit curiosity to explore painting activities among children such as finger painting,</li> <li>• experiment with different materials to paint using fingers,</li> <li>• peer assess each other improvised brushes and finger-painting artwork.</li> </ul>	<ol style="list-style-type: none"> <li>1. How would you identify type of paper is suitable for painting?</li> <li>2. How do you improvise a brush for painting?</li> <li>3. How does one determine the type of brush to be used on a particular surface?</li> </ol>

**Core competencies to be developed:**

- Critical thinking and problem solving: the teacher trainee sources for objects to be used in painting.
- Digital literacy: the teacher trainee does online research on painting materials, tools and techniques
- Imagination and innovation: the teacher trainee improvises painting brushes
- Citizenship and Leadership competency: the teacher trainee interacts with others in group work.
- Pedagogical content and knowledge: the teacher trainee gains knowledge on painting techniques.
- Assessment competency: the teacher trainee applies appropriate assessment strategies for painting

**Values:**

- Love and Respect : the teacher trainee accommodates others when working in groups
- Unity : the teacher trainee interacts with others in the class

**Suggested Formative Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe effective use materials, tools and equipment used for painting	Describes effective use of materials, tools and equipment used for painting in detail.	Describes effective use of materials, tools and equipment used for painting.	Describes effective use of materials, tools and equipment used for painting while missing out on few details.	Describes effective use of materials, tools and equipment used for painting while missing out on many details.
Ability to improvise brushes using local resources to be used for painting	Improvises brushes using local resources to be used for painting creatively	Improvises brushes using local resources to be used for painting	Improvises brushes using local resources to be used for painting with minor errors.	Improvises brushes using local resources to be used for painting with major errors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.0 Creating 2D Artwork</b>	<b>3.9 Painting Techniques</b>  <b>(4 hours)</b>	<p>By the end of the sub strand the teacher trainee should be able to:</p> <ul style="list-style-type: none"> <li>a) examine wash, brush stroke and dabbing painting techniques</li> <li>b) illustrate wash, brush stroke and dabbing painting techniques</li> <li>c) paint a composition to apply value using brush stroke technique,</li> <li>d) paint a composition to apply value using dabbing technique,</li> <li>e) paint a composition to apply value using brush wash technique,</li> <li>f) create an imaginative composition to apply tonal variation,</li> <li>g) facilitate a painting lesson. develop self-efficacy in Art and Craft lessons</li> <li>h) appreciate creation of</li> </ul>	<p>The teacher trainee:</p> <ul style="list-style-type: none"> <li>• use actual or virtual resources to analyse samples of paintings created using wash, brush stroke and dabbing techniques</li> <li>• paint a gradation strip to apply colour value using wash, dabbing and brush stroke techniques,</li> <li>• draws and paints a simple form using dabbing technique to create dark and</li> <li>• draws and paints a simple form using wash technique to create tonal variation</li> <li>• draws and paints a simple form using brush stroke technique to create tonal variation</li> <li>• selects a theme of choice and paint an imaginative composition using brush stroke technique while observing tonal variation.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can one motivate learners to create an imaginative composition in painting?</li> <li>2. How can one create tonal value on forms in a painting through brush stroke technique?</li> <li>3. Why is focus important when creating an imaginative composition?</li> </ol>

		<p>tonal variation using various techniques of painting.</p>	<ul style="list-style-type: none"> <li>● makes reference to Creative Activities/Arts curriculum designs to discuss strategies of facilitating a painting lesson; <ul style="list-style-type: none"> <li>- <i>selection of appropriate painting surfaces</i></li> <li>- <i>selection of appropriate paints for pp1- grade3 and upper primary</i></li> <li>- <i>introduction of toning in upper primary</i></li> <li>- <i>selection of appropriate painting techniques for lower and upper primary</i></li> </ul> </li> <li>● researches and discusses strategies of developing self-efficacy in Art and Craft lessons in primary level focusing on; <ul style="list-style-type: none"> <li>- <i>identification of learner's interests</i></li> <li>- <i>allowing learner to make choice in interpretation of subject matter</i></li> </ul> </li> </ul>	
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			<ul style="list-style-type: none"> <li>- <i>use of peer models</i></li> <li>- <i>use of frequent positive feedback</i></li> <li>- <i>allowing reflection time</i></li> <li>• displays and critiques own and others' paintings</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical thinking and problem solving: the teacher trainee sources for objects to be used in painting.</li> <li>• Digital literacy: the teacher trainee does online research on painting materials, tools and techniques</li> <li>• Imagination and innovation: the teacher trainee improvises painting brushes</li> <li>• Citizenship and Leadership competency: the teacher trainee interacts with others in group work.</li> <li>• Pedagogical content and t knowledge : the teacher trainee plans for a lesson on painting</li> <li>• Assessment competency: the teacher trainee applies appropriate assessment strategies for painting</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Love and respect : the teacher trainee shares materials and tools with others</li> <li>• Unity: the teacher trainee interacts with others in the class</li> </ul>				

### Suggested Formative Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to examine wash, brush stroke and dabbing painting techniques.	Examines wash, brush stroke and dabbing painting techniques widely.	Examines wash, brush stroke and dabbing painting techniques.	Examines wash, brush stroke and dabbing painting techniques with minor errors.	Examines wash, brush stroke and dabbing painting techniques with major errors.
Ability to illustrate wash, brush stroke and dabbing painting techniques.	Neatly Illustrates the 3 painting techniques (wash, brush stroke and dabbing)	Illustrates the 3 painting techniques (wash, brush stroke and dabbing)	Illustrates the 2 painting techniques (wash, brush stroke and dabbing)	Illustrates the 1 or none painting techniques (wash, brush stroke and dabbing)
Ability to paint a composition to apply value using brush stroke technique.	Creatively Paints a composition to apply value using brush stroke technique.	Paints a composition to apply value using brush stroke technique.	Paints a composition to apply value using brush stroke technique with minor errors.	Paints a composition to apply value using brush stroke technique with minor errors.
Ability to paint a composition to apply value using dabbing technique.	Creatively Paints a composition to apply value using dabbing technique.	Paints a composition to apply value using dabbing technique.	Paints a composition to apply value using dabbing technique with minor errors.	Paints a composition to apply value using dabbing technique with minor errors.
Ability to paint a composition to apply value using brush wash	Creatively Paints a composition to apply value using brush wash	Paints a composition to apply value using brush wash technique.	Paints a composition to apply value using brush wash technique with minor errors.	Paints a composition to apply value using brush wash technique with minor errors.

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
technique.	technique.			
Ability to create an imaginative composition to apply tonal variation.	Creatively paints an imaginative composition to apply tonal variation.	Creates an imaginative composition to apply tonal variation.	Creates an imaginative composition to apply tonal variation with few errors.	Creates an imaginative composition to apply tonal variation with few errors.
Ability to facilitate a painting lesson develops self-efficacy in Art and Craft lessons	flawlessly Facilitates a painting lesson develops self-efficacy in Art and Craft lessons	Facilitates a painting lesson develops self-efficacy in Art and Craft lessons	Facilitates a painting lesson develop self-efficacy in Art and Craft lessons while missing on minor points.	Facilitates a painting lesson develop self-efficacy in Art and Craft lessons while missing on major points.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
4.0 Creating 2D Artwork	4.3 Mosaic (3 hours)	<p>By the end of the sub strand the teacher trainee should be able to:</p> <ul style="list-style-type: none"> <li>a) analyse characteristics of mosaic for familiarity,</li> <li>b) create mosaic pictorial composition for self- expression</li> <li>c) facilitate a mosaic lesson in primary levels,</li> <li>d) appreciate creation of pictorial compositions using mosaic technique.</li> </ul>	<p>The teacher trainee:</p> <ul style="list-style-type: none"> <li>• watches actual/virtual mosaic pictorial compositions and analyse characteristics of mosaics; <ul style="list-style-type: none"> <li>- <i>tesserae</i></li> <li>- <i>interstices</i></li> <li>- <i>tonal variation (through the colour of tesserae)</i></li> </ul> </li> <li>• collaboratively, sources, sorts and prepares materials from the immediate physical environment to create mosaic pictorial composition taking into consideration; <ul style="list-style-type: none"> <li>- <i>tesserae</i></li> <li>- <i>interstices</i></li> <li>- <i>mounting surfaces</i></li> <li>- <i>adhesives</i></li> </ul> </li> <li>• reference to Creative Activities/Arts curriculum designs mosaic sub strand to understand the distinct scope in pre-primary, lower and upper primary,</li> <li>• discuss age-appropriate strategies and demonstrate teaching mosaic in any levels within primary;</li> </ul>	<ol style="list-style-type: none"> <li>1. How are interstices created in mosaic work?</li> <li>2. How does the weight of the tesserae affect the choice of working surface and adhesive in the production of mosaic work?</li> </ol>

			<ul style="list-style-type: none"> <li>- <i>selection of materials (tesserae, adhesive, mounting surfaces)</i></li> <li>- <i>safety precautions when cutting the tesserae</i></li> <li>- <i>craftmanship</i></li> <li>● displays and critiques own and others' mosaic compositions.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Citizenship and Leadership competency: the teacher trainee interacts with others in group work</li> <li>● Critical thinking and problem solving: the teacher trainee sources for materials to be used in mosaic</li> <li>● Pedagogical content and knowledge: the teacher trainee analyses mosaic pictures to understand the concept</li> <li>● Creativity and innovation: the teacher trainee creates mosaic compositions using locally available materials</li> </ul>				
<p><b>Values:</b></p> <p>Responsibility: the teacher trainee handles own and others' materials</p> <p>love and respect : the teacher trainee shares materials and tools with others</p> <p>Unity: the teacher trainee interacts with others in the class</p>				

### Suggested Formative Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to analyse characteristics of mosaic for familiarity	Analyses characteristics of mosaic for familiarity in details.	Analyses characteristics of mosaic for familiarity	Analyses characteristics of mosaic for familiarity while missing out on few points.	Analyses characteristics of mosaic for familiarity while missing out on many points.
Ability to create mosaic pictorial composition for self- expression	Creatively makes mosaic pictorial composition for self- expression	Creates mosaic pictorial composition for self- expression	Creates mosaic pictorial composition for self- expression with minor errors.	Creates mosaic pictorial composition for self- expression with major errors.
Ability to facilitate mosaic lessons in pre primary and primary levels	Flawlessly Facilitates mosaic lessons in lower and upper primary levels	Facilitates mosaic lessons in lower and upper primary levels	Facilitates mosaic lessons in lower and upper primary levels while missing on minor points.	Facilitates mosaic lessons in lower and upper primary levels while missing on major points.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.0 Creating 2D Artwork</b>	<b>4.4 Collage pictorial composition</b>  <b>(3 hours)</b>	By the end of the sub strand, the teacher trainee should be able to: a) describe the concept of collage for familiarity b) prepare materials for making a collage pictorial composition c) create a collage compositions for self-expression d) facilitate a lesson on collage e) apply appropriate methods and tools for assessing imaginative collage composition. f) appreciate the creation of pictorial compositions using collage technique.	The teacher trainee: <ul style="list-style-type: none"> <li>• uses virtual or actual sources to study and analyse samples of collage with focus on; characteristics and <i>material</i>;- <i>safety measures when collecting and recycling/reusing; mounting surfaces vs. weight of materials; weight of material vs. appropriate adhesive</i></li> <li>• collects and prepares materials for making a collage pictorial composition.</li> <li>• selects a PCI theme and create an imaginative collage pictorial composition</li> <li>• makes reference to Creative Arts curriculum to discuss age-appropriate strategies of teaching collage activities in regards to;               <ul style="list-style-type: none"> <li>- <i>selection of themes</i></li> <li>- <i>choice of materials</i></li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Which aspects should the teacher consider when guiding the learner in selecting locally available materials for making collage?</li> <li>2. What safety measure should the teacher consider when guiding the learner in improvising adhesive for use in collage</li> </ol>

			<ul style="list-style-type: none"> <li>- <i>creation of tonal variation</i></li> <li>• employs peer assessment of the collage pictorial composition focusing on;             <ul style="list-style-type: none"> <li>- <i>appropriate methods during the process of creating imaginative collage pictorial composition.</i></li> <li>- <i>the finished product (using analytical rubric)</i></li> </ul> </li> <li>• makes reference to the grade 5 Art and Craft design to analyse the components of the learning outcome in the sub strand on collage with emphasis on;             <ul style="list-style-type: none"> <li>- <i>knowledge component</i></li> <li>- <i>skills component</i></li> <li>- <i>attitude component</i></li> <li>- displays and critiques own and others' collage pictorial compositions.</li> </ul> </li> </ul>	<p>making?</p> <p>3. Why would collage be an easier task than mosaic for the lower primary learners?</p>
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: the teacher trainee interacts with others in class</li> <li>• Critical thinking and problem solving: as the teacher trainee sources for objects to be used in collage</li> <li>• Pedagogy content and knowledge: the teacher trainee analyses sample collage pictorials to understand the concept</li> <li>• Assessment competency: the teacher trainee applies appropriate assessment strategies for collage</li> </ul>				

- Creativity and innovation: the teacher trainee creates collage compositions using locally available materials
- Self-efficacy: the teacher trainee displays and critiques own and others' work

**Values:**

- Love : the teacher trainee shares materials and tools with others
- Unity: the teacher trainee shares ideas with others

**Suggested Formative Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe the concept of collage for familiarity	Describes the concept of collage for familiarity in detail.	Describes the concept of collage for familiarity.	Describes the concept of collage for familiarity while missing out minor details.	Describes the concept of collage for familiarity while missing out major details.
Ability to prepare materials for making a collage pictorial composition	Prepares materials for making a collage pictorial composition systematically.	Prepares materials for making a collage pictorial composition	Prepares materials for making a collage pictorial composition while missing out on minor steps.	Prepares materials for making a collage pictorial composition while missing out on major steps.
Ability to create a collage compositions for self-expression	Skilfully makes a collage compositions for self-expression	Creates a collage compositions for self-expression	Creates a collage compositions for self-expression with few errors.	Creates a collage compositions for self-expression with many errors.

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe the concept of collage for familiarity	Describes the concept of collage for familiarity in detail.	Describes the concept of collage for familiarity.	Describes the concept of collage for familiarity while missing out minor details.	Describes the concept of collage for familiarity while missing out major details.
Ability to apply appropriate methods and tools for assessing imaginative collage composition.	Adeptly applies appropriate methods and tools for assessing imaginative collage composition.	Applies appropriate methods and tools for assessing imaginative collage composition.	Applies appropriate methods and tools for assessing imaginative collage composition with minor errors.	Applies appropriate methods and tools for assessing imaginative collage composition with major errors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.0 Multi Media Art (2D Art)</b>	<b>4.5 Montage pictorial composition (3 hours)</b>	<p>By the end of this sub strand the teacher trainee should be able to:</p> <ol style="list-style-type: none"> <li>a) discuss features of montage artworks for familiarity,</li> <li>b) create montage pictorial composition for familiarity,</li> <li>c) analyse the linkage between learning outcomes and learning experiences in montage,</li> <li>d) appreciate the creation of montage pictorial compositions.</li> </ol>	<p>The teacher trainee:</p> <ul style="list-style-type: none"> <li>• watches online video clips and analyses features of montage artworks made using picture cut-outs.</li> <li>• collects and selects picture cut-outs and tools suitable for making montage artworks based on the theme of climate change.</li> <li>• creates montage compositions on health education using selected picture cut-outs with focus on; <ul style="list-style-type: none"> <li>- <i>superimposition/juxtaposition of cut outs</i></li> <li>- <i>tonal variation</i></li> <li>- <i>safety precautions</i></li> </ul> </li> <li>• makes reference to the upper primary Art and Craft designs to analyse the linkage between learning outcomes and learning experiences in montage/ any</li> </ul>	<p>What should be considered when selecting adhesives in montage?</p>



			<p>other with emphasis on;</p> <ul style="list-style-type: none"> <li>- <i>organization of learning</i></li> <li>- <i>logical flow of activities</i></li> <li>- <i>flexibility in formulation of learning experiences</i></li> <li>• displays, critiques and make self-reflection on montage artworks.</li> </ul>	<p>2. What should be considered when selecting a support to stick paper cut-outs in montage?</p>
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to learn and reflective practice: the teacher trainee displays, critiques and make self-reflection on montage artworks.</li> <li>• Communication and collaboration: the teacher trainee interacts with others in group work</li> <li>• Pedagogical content and knowledge: The teacher trainee analyses the linkage between learning outcomes and learning experiences in montage</li> </ul>				

**Values:**

- Respect: Teacher trainee to be respectful of other's opinions during the class discussions
- Responsibility: the teacher trainee shares materials with others

<b>Suggested Formative Assessment Rubric</b>				
<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to discuss features of montage artworks.	Discusses features of montage artworks in depth.	Discusses features of montage artworks	Discusses features of montage artworks for familiarity while missing out on minor details.	Discusses features of montage artworks for familiarity while missing out on major details.
Ability to create montage pictorial composition	Skilfully create montage pictorial composition	Creates montage pictorial composition	Creates montage pictorial composition with few errors.	Creates montage pictorial composition with many errors.
Ability to analyse the linkage between learning outcomes and learning experiences of montage	Analyses the linkage between learning outcomes and learning experiences of montage in details.	Analyses the linkage between learning outcomes and learning experiences of montage	Analyses the linkage between learning outcomes and learning experiences of montage while missing out on few details.	Analyses the linkage between learning outcomes and learning experiences of montage while missing out on most details.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.0 Creating 2D Artwork Multimedia Art</b>	<b>4.6 Fabric Decoration</b> (Fabric painting)  <b>(2 hours)</b>	By the end of the sub strand the teacher trainee should be able to: a) describe features of fabrics decorated using painting, b) apply painted decorative effect on fabric using varied tools c) formulates key inquiry questions on fabric painting. d) appreciate techniques of decorating fabric by painting	The teacher trainee: <ul style="list-style-type: none"> <li>• analyses fabrics decorated using fingers, brushes and sponge as tools of decoration with focus on;               <ul style="list-style-type: none"> <li>- <i>selection of fabric to be decorated (ability to absorb paint/dye)</i></li> <li>- <i>improvisation of paint/dye</i></li> <li>- <i>reuse of fabric/sponge</i></li> <li>- <i>safety precautions</i></li> </ul> </li> <li>• prints on fabric using fingers to decorate it.</li> <li>• paint a design on fabric using brushes to decorate it.</li> <li>• dabs on fabric using sponge to decorate it</li> <li>• refer to creative activities/arts curriculum to brainstorm and formulate a key inquiry question on fabric painting with focus on; <i>open ended and</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Why is finger printing not considered as a block technique?</li> <li>2. Which types of brushes are suitable for painting on a fabric?</li> </ol>

			<i>thought provoking</i>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Creativity and innovation: the teacher trainee decorates fabric using varied fabric painting decoration techniques</li> <li>• Citizenship and leadership competences: the teacher trainee interacts with others in class</li> <li>• Learning to learn and reflective practice: the teacher trainee sources for materials to be used in varied fabric decoration techniques</li> <li>• Self-efficacy: the teacher trainee displays and critiques own and others' work</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Responsibility: the teacher trainee collects materials for fabric decoration</li> <li>• Respect and love : the teacher trainee interacts with others</li> </ul>				

### Suggested Formative Assessment Rubric

<b>Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<b>Indicator</b>				
Ability to describe features of fabrics decorated by painting	Describes features of fabrics decorated by painting in details.	Describes features of fabrics decorated by painting	Describes features of fabrics decorated by painting while missing out few details.	Describes features of fabrics decorated by painting while missing out many details.
Ability to apply painted decorative effect on fabric using varied tools	Creatively applies painted decorative effect on fabric using varied tools	Applies painted decorative effect on fabric using varied tools	Applies painted decorative effect on fabric using varied tools with minor errors.	Applies painted decorative effect on fabric using varied tools with major errors.

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to formulate of key inquiry questions for a lesson on fabric painting in lower Primary.	Formulates key inquiry questions for a lesson on Fabric painting in lower primary with ease.	Formulates Suggested Key Inquiry Questions for a lesson on fabric Painting in lower primary.	Formulates Suggested Key Inquiry Questions for a lesson on fabric Painting in lower primary with minor errors.	Formulates Suggested Key Inquiry Questions for a lesson on fabric Painting in lower primary with major errors.
Ability to apply appropriate assessment methods and tools for varied fabric painting decoration Techniques.	Proficiently applies appropriate assessment methods and tools for varied fabric painting decoration Techniques.	Applies appropriate assessment methods and tools for varied fabric painting decoration Techniques.	Applies appropriate assessment methods and tools for varied fabric painting decoration Techniques with minor errors.	Applies appropriate assessment methods and tools for varied fabric painting decoration Techniques with major errors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.0 Creating 2D Artwork</b>	<b>4.6 Fabric Decoration</b> Block printing and pattern making  (3 hrs)	By the end of the sub strand the teacher trainee should be able to: a) discuss regular repeat patterns for printing and pattern making, b) create patterns using letters and numerals, c) print regular repeat patterns using found objects, d) prepare a block for printing, e) decorate a fabric using block printing, f) appreciate the block printing technique of fabric decoration.	The teacher trainee: <ul style="list-style-type: none"> <li>● sources actual or virtual samples and analyse;               <ul style="list-style-type: none"> <li>- regular repeat patterns (random, all over and alternate),</li> </ul> </li> <li>● explore children work on letter and numeral patterns,</li> <li>● draw and colour numerals and letters to make a random repeat pattern,</li> <li>● prepare improvised printing paste or source commercial paste,</li> <li>● responsibly, collects and uses found objects to print;               <ul style="list-style-type: none"> <li>- random repeat patterns</li> <li>- all-over repeat pattern in two colours.</li> </ul> </li> <li>● selects and prepares tools for cutting out varied blocks (stalks, rubber, lino and soft wood)</li> <li>● develops a motif inspired by an inorganic shapes recyclable</li> </ul>	<ol style="list-style-type: none"> <li>1. How should one take precaution when cutting a design onto a block for printing?</li> <li>2. What should be taken into consideration when teaching learners how to derive motifs from objects around the environment?</li> </ol>

			material (rubber, lino and soft wood, high density sponge) <ul style="list-style-type: none"> <li>• transfers the motif on the block to print a full repeat pattern on a fabric in one colour.</li> <li>• use the block to print an alternate repeat pattern on a fabric in one and two colour,</li> <li>• displays and critiques own and others' block printed work.</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Creativity and innovation: the teacher trainee prepare improvised printing paste or source commercial paste,</li> <li>• Citizenship and leadership competences: the teacher trainee interacts with others in class</li> </ul>				
<b>Values</b> Responsibility: the teacher trainee collects materials for fabric decoration.				

### Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to discuss regular repeat patterns for printing and pattern making	Discusses regular repeat patterns for printing and pattern making in depth.	Discusses regular repeat patterns for printing and pattern making	Discusses regular repeat patterns for printing and pattern making while missing out on minor details.	Discusses regular repeat patterns for printing and pattern making while missing out on major details.

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to create patterns using letters and numerals.	Creatively makes patterns using letters and numerals.	Creates patterns using letters and numerals.	Creates patterns using letters and numerals with minor errors.	Creates patterns using letters and numerals with major errors.
Ability to make printing paste for printing.	Keenly Makes printing paste for printing.	Makes printing paste for printing.	Makes printing paste for printing with minor errors.	Makes printing paste for printing with major errors.
Ability to print regular repeat patterns using found objects.	Neatly Prints regular repeat patterns using found objects.	Prints regular repeat patterns using found objects.	Prints regular repeat patterns using found objects with minor errors.	Prints regular repeat patterns using found objects with major errors.
Ability to decorate a fabric using block printing.	Neatly Decorates a fabric using block printing.	Decorates a fabric using block printing.	Decorates a fabric using block printing with minor errors.	Decorates a fabric using block printing with major errors.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.0 Creating 2D Artwork</b>	<b>4.6 Fabric Decoration Appliqué</b>  <b>(3 hours)</b>	<p>By the end of the sub strand the teacher trainee should be able to:</p> <ol style="list-style-type: none"> <li>describe features of fabrics decorated using appliqué,</li> <li>decorate a fabric using applique technique,</li> <li>facilitate an appliqué lesson in upper primary,</li> <li>formulate an authentic task based on appliqué technique,</li> <li>appreciate the appliqué technique of fabric decoration.</li> </ol>	<p>The teacher trainee:</p> <ul style="list-style-type: none"> <li>sources online or actual appliqué samples and studies the sticking and stitching techniques used in attaching materials on fabric</li> <li>decorates fabric by stitching pieces of cloth on it.</li> <li>decorates fabric by sticking varied items on it (buttons, beads etc.)</li> <li>makes reference to the Art and Craft design for upper primary to discuss strategies of facilitating appliqué in upper primary; <ul style="list-style-type: none"> <li><i>methods (stitching and sticking method)</i></li> <li><i>use recyclable fabric</i></li> <li><i>appropriate stitches (running/overcast)</i></li> <li><i>safety precautions when using needles /scissors</i></li> </ul> </li> <li>discuss and formulate and authentic</li> </ul>	<p>What should one consider when sticking objects on a fabric to decorate it?</p>

			task on appliqué, - <i>real life context</i> - <i>objectives the of task</i> - <i>task formulation</i> • displays and critiques own and others' work.	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Creativity and innovation: the teacher trainee decorates fabric using appliqué techniques</li> <li>• Assessment competency: the teacher trainee discusses and formulate and authentic task on appliqué.</li> <li>• Self-efficacy: the teacher trainee displays and critiques own and others' work</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Responsibility: the teacher trainee collects materials for fabric decoration</li> <li>• Unity and love: the teacher trainee shares ideas and resources with others</li> </ul>				

<b>Suggested Formative Assessment Rubric</b>				
<b>Indicator \ Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe features of fabrics decorated using appliqué	Describes features of fabrics decorated using appliqué in details.	Describes features of fabrics decorated using appliqué	Describes features of fabrics decorated using appliqué while missing out on minor details.	Describes features of fabrics decorated using appliqué while missing out on major details.
Ability to decorate a fabric using applique technique,	Skilfully decorate a fabric using applique technique	Decorate a fabric using applique technique	Decorate a fabric using applique technique with minor errors.	Decorates a fabric using applique technique a fabric with major errors.
Ability to facilitate appliqué lesson in upper primary	Seamlessly Facilitates appliqué lesson in upper primary	Facilitates appliqué lesson in upper primary	Facilitates appliqué lesson in upper primary with minor errors.	Facilitates appliqué lesson in upper primary with major errors.
Ability to formulate an authentic task based on appliqué technique	Keenly formulate an authentic task based on appliqué technique	Formulate an authentic task based on appliqué technique	Formulate an authentic task based on appliqué technique with minor errors.	Formulate an authentic task based on appliqué technique with major errors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.0 Multi Media (2D Artwork)</b>	<b>4.6 Fabric Decoration (Tie and dye)</b>  <b>(3 hours)</b>	By the end of the sub strand the teacher trainee should be able to: <ol style="list-style-type: none"> <li>discuss the features of fabrics decorated by tie and dye technique</li> <li>apply varied tie and dye resist techniques to decorate a fabric</li> <li>facilitate a tie and dye lesson using audio visual resources,</li> <li>appreciate tie and dye fabric decoration technique.</li> </ol>	The teacher trainee: <ul style="list-style-type: none"> <li>• sources for virtual or physical samples of tie and dyed fabrics and analyses varied resist techniques used;               <ul style="list-style-type: none"> <li>- <i>marbling technique</i></li> <li>- <i>knotting technique</i></li> <li>- <i>circles</i></li> <li>- <i>pleating technique</i></li> </ul> </li> <li>• de starches the fabric in readiness for dyeing</li> <li>• prepares the dye bath and decorates fabric for a certain function using;               <ul style="list-style-type: none"> <li>- <i>marbling technique</i></li> <li>- <i>knotting technique</i></li> <li>- <i>circles</i></li> <li>- <i>pleating technique</i></li> </ul> </li> <li>• makes reference to the upper primary Art and Craft designs to facilitate a tie and dye lesson using audio</li> </ul>	<ol style="list-style-type: none"> <li>How can one improvise dye from plants?</li> <li>How can one use the knowledge of colour classification to minimise cost of dyes?</li> </ol>

			visual resources, - <i>artificial/natural dyes</i> - <i>techniques</i> - <i>safety precautions when extracting /dyeing</i> • displays and critiques own and others' decorated fabrics	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Citizenship and leadership competences: the teacher trainee interacts with others in class.</li> <li>• Pedagogical content and knowledge: the teacher trainee plans a lesson on Tie and dye</li> <li>• Self-efficacy: the teacher trainee displays and critiques own and others' work</li> <li>• Creativity and innovation: the teacher trainee decorates fabric using tie and dye techniques</li> </ul>				
<b>Values:</b> Unity and love : the teacher trainee works with other during the process of making tie and dye				

#### Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to discuss the features of fabrics decorated by tie and dye technique	Discuss the features of fabrics decorated by tie and dye technique in depth.	Discuss the features of fabrics decorated by tie and dye technique	Discuss the features of fabrics decorated by tie and dye technique while missing out on few details.	Discuss the features of fabrics decorated by tie and dye technique while missing out on many details.

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to apply varied tie and dye resist techniques to decorate a fabric	Applies varied tie and dye resist techniques to decorate a fabric skilfully.	Applies varied tie and dye resist techniques to decorate a fabric	Applies varied tie and dye resist techniques to decorate a fabric with minor errors	Applies varied tie and dye resist techniques to decorate a fabric with major errors
Ability to facilitate a tie and dye lesson using audio visual resources	Facilitates tie and dye lesson using audio visual resources seamlessly.	Facilitates tie and dye lesson using audio visual resources	Facilitates tie and dye lesson using audio visual resources with minor errors.	Facilitates tie and dye lesson using audio visual resources with major errors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.0 Creating 2D Artwork</b>	<b>4.7 Graphic Design</b> block lettering <b>(3 hours)</b>	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> <li>a) discuss the features of block lettering,</li> <li>b) write short messages using block lettering,</li> <li>c) design a poster applying the elements of design for expression,</li> <li>d) appreciate block lettering in the creation of messages.</li> </ol>	The teacher trainee: <ul style="list-style-type: none"> <li>• research to analyse free hand and constructed block lettering in relation to:               <ul style="list-style-type: none"> <li>• <i>lower case block lettering</i></li> <li>• <i>upper case block lettering</i></li> </ul> </li> <li>• practise writing short message using free hand and constructed block lettering while focusing on;               <ul style="list-style-type: none"> <li>- <i>stylisation of letters</i></li> <li>- <i>observing space between; letters, words, lines.</i></li> <li>- <i>decorating the letters (colouring, painting, sticking objects, shading, texturing)</i></li> </ul> </li> <li>• designs a poster with a short message based on a PCI (child protection, road safety) with focus on the elements of design; <i>layout, colour, illustration, lettering and neatness,</i></li> <li>• displays samples of own and</li> </ul>	Why should the learner avoid the use of geometric instruments when writing in freehand?

			others' free hand block lettering short messages for critique.	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Citizenship and leadership competency: the teacher trainee interacts with others in class</li> <li>• Communication and collaboration: the teacher trainee interacts with others in group work</li> <li>• Pedagogical content knowledge: the teacher trainee plans a lesson on lettering</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Unity and love : the teacher trainee shares resources with others</li> <li>• Responsibility: the teacher trainee practices care for own and other's materials</li> </ul>				

#### Suggested Formative Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to discuss the features of block lettering	Extensively discusses the features of block lettering	Discusses the features of block lettering.	Discusses some of the features of block lettering.	Hardly discusses any features of block lettering.
Ability to write short messages using block lettering	Creatively writes a message using block lettering.	Writes a message using block lettering.	Writes a message using block lettering with minor errors in spacing and letter layout.	Writes a message using block lettering with major errors in spacing and letter layout
Ability to design a poster considering the elements of design	Designs a poster considering the elements of design skilfully.	Designs a poster considering all the elements of design	Designs a poster considering 4-3 of the elements of design	Designs a poster considering 2-1 of the elements of design



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
4.0 Creating 2D Artwork	4.7 Graphic Design Calligraphy lettering (3 hours)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> <li>discuss the features of calligraphy lettering style,</li> <li>make an improvised calligraphy for writing,</li> <li>write short messages using calligraphy lettering style,</li> <li>create a mixed media seasonal card with a calligraphy text for communication,</li> <li>facilitate a lesson on calligraphy lettering in primary school,</li> <li>appreciate the use of stencil aided lettering in creating messages.</li> </ol>	<p>The teacher trainee:</p> <ul style="list-style-type: none"> <li>sources for online samples on calligraphy lettering and discuss them in regards to; <ul style="list-style-type: none"> <li><i>style/personal expression</i></li> <li><i>angle of strokes</i></li> <li><i>letter formation</i></li> </ul> </li> <li>responsibly, collects locally available materials such as bamboo stick or any other/recyclable pen to make a calligraphy pen with focus on; the nib (size/smooth/shape),</li> <li>practise writing letters and numerals in calligraphy using an improvised pen/commercial,</li> <li>write short text in calligraphy with focus on; <i>style, angle of stroke and letter formation</i>,</li> <li>makes an embellished mixed</li> </ul>	<p>How do the distinctive features of various calligraphy lettering style such as stroke thickness and letter forms affect their aesthetic appeal and functional use in different contexts?</p>

			<p>media seasonal card with a short text in calligraphy,</p> <ul style="list-style-type: none"> <li>● makes reference to the Creative Arts designs for upper primary to discuss strategies of facilitating calligraphy lettering in primary; <ul style="list-style-type: none"> <li>- <i>cutting and shaping the nib from an appropriate stick</i></li> <li>- <i>position of the nib</i></li> <li>- <i>moving the nib/ strokes</i></li> <li>- <i>letters/ word formation</i></li> </ul> </li> <li>● show own and others' cards and calligraphy work for peers' assessment and reflection.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to learn and reflective practice: the teacher trainee practise writing letters and numerals in calligraphy</li> <li>● Self-efficacy: the teacher trainee shows own and others' cards and calligraphy work for peers' assessment and reflection</li> <li>● Pedagogical content knowledge: the teacher trainee plans a calligraphy lettering</li> </ul>				

**Values:**

- Respect and Love: the teacher trainee shares ideas and resources with others
- Responsibility: As teacher trainee collects locally available materials to make a calligraphy pen

**Suggested Formative Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to discuss the features of calligraphy lettering style,	Correctly and elaborately discusses 2 of the features of calligraphy lettering style.	Correctly discusses all the features of calligraphy lettering style	Correctly discusses 2 of the features of calligraphy lettering style.	Correctly discusses 1 of the features of calligraphy lettering style.
Ability to write short messages using calligraphy lettering style,	Creatively, writes short messages using calligraphy lettering style,	Writes short messages using calligraphy lettering style,	Writes short messages using calligraphy lettering style with few errors	Writes short messages using calligraphy lettering style with many errors.
Ability to create a mixed media seasonal card with a calligraphy text for	Skilfully, creates a mixed media seasonal card with a calligraphy text.	Creates a mixed media seasonal card with a calligraphy text.	Creates a mixed media seasonal card with a calligraphy text missing out on minor features	Creates a mixed media seasonal card with a calligraphy text missing out on major features

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to apply appropriate pedagogies to facilitate a lesson on calligraphy lettering.	Easily and correctly applies appropriate pedagogies to facilitate a lesson on calligraphy lettering	Correctly applies appropriate pedagogies to facilitate a lesson on calligraphy lettering.	Applies some inappropriate pedagogies to facilitate a lesson on calligraphy lettering	Hardly applies any appropriate pedagogies to facilitate a lesson on calligraphy lettering

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.0 Multi Media (2D Art)</b>	<b>4.8 Photography (6 hours)</b>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) describe the elements of photography in sample photographs,</p> <p>b) experiment taking photographs considering each element of photography,</p> <p>c) take photographs in bird, normal and worms view while applying the elements of photography,</p> <p>d) create a digital portfolio to document and present photographs for critique,</p> <p>e) facilitate a lesson</p>	<p>The teacher trainee:</p> <ul style="list-style-type: none"> <li>● sources and analyses actual or online samples illustrating the elements of photography such as; <ul style="list-style-type: none"> <li>- <i>centre of interest/focus/subject</i></li> <li>- <i>lighting</i></li> <li>- <i>composition/placement</i></li> </ul> </li> <li>● source digital devices and practise taking photographs considering each element and store them,</li> <li>● create an e- portfolio to store the collection,</li> <li>● sources and discusses actual or online samples illustrating the concept of viewpoint in basic photography; <ul style="list-style-type: none"> <li>- <i>bird's eye view</i></li> <li>- <i>worm's eye view</i></li> <li>- <i>normal eye view</i></li> </ul> </li> <li>● take a field trip, select varied scenic features to capture photographs in bird, worm and normal viewpoints while factoring</li> </ul>	<p>1. what are the ethical considerations in photography?</p> <p>2. why is the experiential approach most appropriate method in teaching art concepts?</p>

		<p>on photography using experiential approach,</p> <p>f) acknowledge photography as an art of expression.</p>	<p>the key elements of photography,</p> <ul style="list-style-type: none"> <li>● collaboratively, brainstorm on a PCI issue and take photographs applying the elements of photography and viewpoints to document while observing ethical regulations,</li> <li>● uses digital devices to create an e-portfolio, edit photographs, store and creatively make a brief documentary presentation,</li> <li>● showcase the presentation on sceneries and a PCI theme for peer feedback,</li> <li>● makes reference to the Creative Arts curriculum designs for upper primary to prepare and demonstrate a lesson on photography using experiential approach; <ul style="list-style-type: none"> <li>- <i>field visits</i></li> <li>- <i>digital devices (lap tops, digital camera, smart phones, tablets)</i></li> <li>- <i>digital storage of photographs</i></li> <li>- <i>ethical issues (unauthorised premises)</i></li> </ul> </li> </ul>	
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**Core competencies to be developed:**

- Creativity and innovation: the teacher trainee creates photographic compositions
- Communication and collaboration: the teacher trainee interacts with others in class
- Citizenship and leadership competency: the teacher trainee take a field trip, select varied scenic features to capture photographs in bird, worm and normal viewpoints
- Pedagogical content and knowledge: the teacher trainee prepares and demonstrate a lesson on photography using experiential approach

**Values:**

- Responsibility: the teacher trainee takes photographs to document while observing ethical regulations.
- Patriotism : the teacher trainee takes a field trip and select varied scenic features to capture photographs for documentation.

**Suggested Formative Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe element of photography	Describes all the element of photography articulately.	Describes all the element of photography	Describes 2 of the element of photography	Describes 1 or none of the elements of photography
Ability to experiment taking photographs considering each element of photography,	Experiments taking photographs considering all the element of photography skilfully.	Experiments taking photographs considering all the element of photography	Experiments taking photographs considering any of the 2 elements of photography	Experiments taking photographs considering any 1 or none of the elements of photography

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to take photographs in bird, normal and worms view while applying the elements of photography	Takes photographs in bird, normal and worms view while applying the elements of photography creatively.	Takes photographs in bird, normal and worms view while applying the elements of photography.	Takes photographs with some inappropriate viewpoints and having few errors in application of elements of photography	Takes photographs with inappropriate viewpoints and having many errors in application of elements of photography
Ability to create a digital portfolio to document and present photographs.				
Ability to facilitate a lesson on photography in using experiential approach	Facilitates a lesson on photography in using experiential approach articulately	Facilitates a lesson on photography in using experiential approach	Facilitates a lesson on photography missing out few aspects of experiential approach	Facilitates a lesson on photography missing out many aspects of experiential approach



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.0 Creating 2D Artwork</b>	<b>4.9 Two-dimensional animation</b>  <b>(2 hours)</b>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> <li>a) describe the process of animating a 2D image using a flipbook</li> <li>b) make a flipbook to be used in 2D animation</li> <li>c) appreciate animation of 2D images through the use of flipbooks.</li> </ol>	<p>The teacher trainee:</p> <ul style="list-style-type: none"> <li>• sources and studies samples of flipbooks from the physical and virtual environments to grasp the process of animating 2D images, focusing on; <ul style="list-style-type: none"> <li>- <i>materials, tools and equipment</i></li> <li>- <i>key positions, passing positions, and in-between positions.</i></li> </ul> </li> <li>• makes a flipbook based on a walking stick figure with emphasis on; <ul style="list-style-type: none"> <li>- <i>materials, tools and equipment</i></li> <li>- <i>sequence of image(s)</i></li> <li>- <i>frequency of image(s)</i></li> </ul> </li> <li>• animates the flipbook and critiques own and others' performances</li> </ul>	<ol style="list-style-type: none"> <li>1. How is flip book animation done?</li> <li>2. In what ways do ICT devices impact on delivery of pedagogical knowledge and skills in animation?</li> <li>3. How can flipbook animation contribute to the creative economy</li> </ol>

			<ul style="list-style-type: none"> <li>critiques own and other's flipbooks</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>Communication and collaboration: the teacher trainee interacts with others in class</li> <li>Critical thinking and problem solving: the teacher trainee sources for objects to be used in animation</li> <li>Citizenship and Leadership competency: the teacher trainee takes up leadership role in group work activities</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li><b>Respect:</b> the teacher trainee gives polite feedback on other's animation of the flipbooks</li> <li><b>Unity :</b> the teacher trainee works with others when making flipbooks</li> </ul>				

### Suggested Formative Assessment Rubric

<b>Indicator</b>	<b>Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches expectation</b>	<b>Meets Expectations</b>
Discussion on strategies of facilitating animation in upper primary		Extensively discusses strategies of facilitating animation in upper primary.	Discusses strategies of facilitating animation in upper primary.	Fairly discusses strategies of facilitating animation in upper primary.	Hardly discusses any strategy of facilitating animation in upper primary.

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches expectation</b>	<b>Meets Expectations</b>
Making of flipbook animating a walking stick figure.	-Easily and accurately draws the sequence of the image, producing a consistent shift from one page to the next creating an illusion of movement. -Uses sufficient frequency of the image, producing smoother movement.	-Clearly draws the sequence of the image, producing a consistent illusion of movement. -Uses adequate frequency of the image, producing smooth movement.	-Fairly draws the sequence of the image, producing an inconsistent illusion of movement. -Uses inadequate frequency of the image, producing jerky movement.	-Hardly able to draw the sequence of the image thus producing no illusion of movement. -Hardly uses adequate frequency of the image, producing no movement.

## STRAND 5.0 CONCEPTS OF 3D ART

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>5.0 Concepts of 3D Art</b>	<b>5.1 Elements and Principles of 3D Art</b>  (2 hours)  Elements of 3D art <ul style="list-style-type: none"> <li>• <i>contours</i></li> <li>• <i>planes</i></li> <li>• <i>solids and voids</i></li> <li>• <i>form</i></li> <li>• <i>texture</i></li> <li>• <i>colour</i></li> </ul>	By the end of the sub strand the teacher trainee should be able to: <ol style="list-style-type: none"> <li>a) establish the physical characteristics of 3D artworks,</li> <li>b) describe application of 3D elements of art on an artworks</li> <li>c) analyse principles of 3D art on artwork,</li> <li>d) illustrate elements and principles of 3D art,</li> <li>e) appreciate the use of elements and principles of art in the creation of 2D art works.</li> </ol>	Teacher trainee to: <ul style="list-style-type: none"> <li>• visit virtual galleries and analyse characteristics of 3 D artworks,</li> <li>• brainstorm on the application of elements of 3D art on sampled artwork,</li> <li>• discusses the application of principles on 3D Art:                             <ul style="list-style-type: none"> <li>- <i>balance (symmetrical, asymmetrical &amp; radial)</i></li> <li>- <i>rhythm/movement (repetition, alternation and progression)</i></li> <li>- <i>dominance/focus /centre of interest</i></li> <li>- <i>proportion (of whole form, features within the form)</i></li> <li>- <i>harmony/unity</i></li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. How do ICT devices influence delivery of knowledge and skills in learning and teaching elements of 3D art?</li> <li>2. Why is it important to acquire knowledge and skills in using the elements to create 3D art work?</li> </ol>

			<ul style="list-style-type: none"> <li>critiques own and others' PowerPoint presentations.</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>Citizenship and leadership competency: the teacher trainee takes up leadership roles in group work</li> <li>Communication and collaboration: the teacher trainee interacts with others in group work</li> <li>Pedagogical content and knowledge: the teacher trainee analyses artworks to comprehend the elements of 3D art</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>Respect: the teacher trainee works with others from diverse cultures</li> <li>Love : the teacher trainee share e ideas and resources</li> </ul>				

### Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to establish the physical characteristics of 3D artworks	Proficiently establishes the physical characteristics of 3D artworks	Establishes the physical characteristics of 3D artworks	Fairly establishes the physical characteristics of 3D artworks	Hardly establishes the physical characteristics of 3D artworks
Ability to describe application of 3D elements of art on an artworks	Proficiently describes the application of 3D elements of art on an artwork.	Describes the application of all the 3D elements of art on an artworks	Describes the application of 5-4 3D elements of art on an artworks	Describes the application of less than 3, 3D elements of art on an artworks
Ability to analyse principles of 3D art on artwork,	Elaborately analyses principles of 3D art on artwork,	Analyses all principles of 3D art on artwork,	Analyses 5-4 principles of 3D art on artwork,	Analyses less than 3 principles of 3D art on artwork,

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to illustrate elements and principles of 3D art,	Skilfully illustrates elements and principles of 3D art,	Illustrates all the elements and principles of 3D art,	Illustrates 5-4 elements and principles of 3D art,	Illustrates less than 3 elements and principles of 3D art,

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## STRAND 6.0 CREATING 3D ARTWORK

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>6.0 Creating 3D Artwork</b>	<b>6.1 Paper Craft</b>  <b>(4 hours)</b>	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> <li>classify paper craft techniques for familiarity,</li> <li>create 2-D and 3-D paper craft items using the paper craft techniques,</li> <li>participate in a community service learning decorate a display area using paper craft techniques,</li> <li>appreciate paper craft techniques.</li> </ol>	The teacher trainee: <ul style="list-style-type: none"> <li>sources and discusses real and virtual paper craft items to identify;               <ul style="list-style-type: none"> <li>- <i>folding technique</i></li> <li>- <i>rolling technique</i></li> <li>- <i>curling technique</i></li> <li>- <i>pleating technique</i></li> <li>- <i>twisting technique</i></li> </ul> </li> <li>collects waste paper and uses appropriate tools to create paper craft forms (<i>Decorations, expandable folder/3D forms</i>) using techniques listed above,</li> <li>collaborate with peers to visit primary school and</li> <li>displays and critiques own and others' paper craft items.</li> </ul>	<ol style="list-style-type: none"> <li>How can one source and recycle paper for use in paper craft?</li> <li>What safety observations should be made when sourcing paper for recycling?</li> <li>What are the qualities of suitable paper would one use for an expandable folder?</li> <li>How can paper craft 3D forms help in facilitation of art and other learning areas?</li> </ol>
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>Communication and collaboration: the teacher trainee interacts with others in class</li> </ul>				

- Critical thinking and problem solving: as teacher trainee sources for waste paper to be used in paper craft
- Creativity and innovation: the teacher trainee creates paper craft items through various techniques
- Self-efficacy: the teacher trainee displays and critiques own and others' work

**Values:**

- **Love:** the teacher trainee shares materials and tools
- **Responsibility:** the teacher trainee uses resources together with others

**Suggested Formative Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to classify paper craft techniques ( <i>Folding, rolling, curling, pleating and twisting</i> )	Classifies all the paper craft techniques with ease.	Classifies all the paper craft techniques.	Classifies 4-3 paper craft techniques	Classifies less than 2 paper craft techniques
Ability to create 2-D and 3-D paper craft items using the paper craft techniques.	Creatively, creates 2-D and 3-D paper craft items using the paper craft techniques	Creates 2-D and 3-D paper craft items using the paper craft techniques	Fairly creates 2-D and 3-D paper craft items using the paper craft techniques	Hardly creates 2-D and 3-D paper craft items using the paper craft techniques



<p>Ability to participate in a community service learning decorate a display area using paper craft techniques</p>	<p>Aptly and correctly applies appropriate assessment methods and tools for varied paper craft techniques.</p>	<p>Correctly applies appropriate assessment methods and tools for varied paper craft techniques.</p>	<p>With some difficulty applies appropriate assessment methods and tools for varied paper craft techniques.</p>	<p>Hardly applies any appropriate assessment methods and tools for varied paper craft techniques.</p>
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>6.0 Creating 3D Artwork</b>	<b>6.2 Weaving and Basketry (6 hours)</b>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> <li>discuss the concept of weaving and basketry,</li> <li>use plain technique to weave an item</li> <li>make a simple form using macrame knots,</li> <li>prepare weaving materials to make ropes using plaiting techniques,</li> <li>weave a mat using coil and stitch technique for self-expression,</li> <li>facilitate a weaving and basketry lesson</li> </ol>	<p>The teacher trainee:</p> <ul style="list-style-type: none"> <li>sources for actual or virtual woven items focusing on indigenous Kenyan weaving from Luhya, Luo, Kamba, Mijikenda and Turkana communities in terms of; <ul style="list-style-type: none"> <li><i>functions of woven items</i></li> <li><i>weaving materials and tools</i></li> <li><i>preparation of stiff and flexible weaving materials</i></li> <li><i>techniques in weaving and basketry (plain, plaiting and coil &amp; stitch)</i></li> </ul> </li> <li>refer to Grade 3 and 6 weaving sub strand to weave; <ul style="list-style-type: none"> <li>a plain paper weave in 2 colours</li> <li>a scarf using plain weave technique on a serrated card loom; and</li> </ul> </li> <li>refer to grade 4 netball strand, weave an item using overhand macrame knot,</li> </ul>	<ol style="list-style-type: none"> <li>What local materials are suitable for weaving with children in lower and upper primary?</li> <li>How do you prepare sisal for weaving?</li> <li>Which safety measures should the teacher take into account when learners are sourcing weaving materials from the environment?</li> </ol>

		<p>using scaffolding approach,</p> <p>g) appreciate making items by weaving and basketry techniques.</p>	<ul style="list-style-type: none"> <li>● collects and prepares weaving and basketry materials from the environment by; <ul style="list-style-type: none"> <li>- <i>shredding/splitting</i></li> <li>- <i>soaking</i></li> <li>- <i>pounding</i></li> <li>- <i>dyeing/painting</i></li> </ul> </li> <li>● ref to grade 2 and 5 curriculum design to make ropes using plaiting technique (3 strands,9 strands),</li> <li>● make a table mat using coil and stitch techniques,</li> <li>● makes reference to the grade 2, 3, 5 and 6 Creative Arts designs to prepare and facilitate a lesson using scaffolding on weaving/basketry concepts focus on; <ul style="list-style-type: none"> <li>- <i>technique</i></li> <li>- <i>material and tool</i></li> <li>- <i>finishing</i></li> <li>- <i>safety measures in preparation of materials</i></li> </ul> </li> <li>● displays and critiques own and others' woven items</li> </ul>	
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**Core competencies to be developed:**

- Communication and collaboration: the teacher trainee interacts with others in class
- Critical thinking and problem solving: as trainee source for materials to be used in weaving
- Digital literacy: the teacher trainee sources for learning material online
- Pedagogical content and knowledge: the teacher trainee prepares a lesson weaving and basketry
- Creativity and innovation: the teacher trainee creates mosaic compositions using locally available materials

**Values:**

- Love and respect : the teacher trainee exchanges ideas on craft skills from different communities

**Suggested Formative Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Meets Expectations</b>
Weave items using the following techniques; <ul style="list-style-type: none"> <li>- Plain weave (<i>paper and serrated card loom</i>)</li> <li>- Macrame knot</li> <li>- Coil and stitch</li> </ul>	Weaves items using all the techniques correctly and applying neat finishes	Weaves items using all the techniques correctly	Weaves items using 2 of the techniques correctly or using all technique but with minor errors in interlacing of threads	Weaves items using less than 1 of the techniques correctly or using all technique but with major errors in interlacing of threads
Preparation of materials	Skilfully uses appropriate preparation methods for soft and stiff materials	Uses appropriate preparation methods for soft and stiff materials	Uses some inappropriate preparation methods for either soft or stiff materials	Uses inappropriate preparation methods for soft and stiff materials

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Meets Expectations</b>
facilitate a weaving and basketry lesson using scaffolding approach	Ably identifies strategies of teaching weaving in lower and upper primary	Identifies strategies of teaching weaving in lower and upper primary	Fairly identifies strategies of teaching weaving in lower and upper primary	Hardly identifies any strategies of teaching weaving in lower and upper primary

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>6.0 Creating 3D Artwork</b>	<b>6.3 Pottery  (6 hours)</b>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> <li>discuss modelling and decorating techniques in pottery,</li> <li>prepare clay in readiness for modelling,</li> <li>model pottery forms using different modelling and decorating techniques,</li> <li>Fire the items using an open pit firing method,</li> <li>facilitate a lesson on pottery using cooperative approach,</li> <li>appreciate modelling techniques and how to prepare, load and fire items using open</li> </ol>	<p>Teacher trainee:</p> <ul style="list-style-type: none"> <li>sources for real or virtual samples focusing on indigenous Kenyan pottery from Kikuyu, Luo and Luhya communities and discusses in terms of; <ul style="list-style-type: none"> <li><i>-clay preparation</i></li> <li><i>-modelling techniques</i></li> <li><i>-decorating techniques</i></li> </ul> </li> <li>collects, crushes and soaks clay in readiness for modelling</li> <li>models pottery items using pinch, coil, slab and pellet techniques from locally available materials, tools and equipment.</li> <li>decorates the items using the following techniques; <ul style="list-style-type: none"> <li><i>-incising,</i></li> <li><i>-burnishing</i></li> <li><i>-embedding</i></li> </ul> </li> <li>makes reference to the</li> </ul>	<ol style="list-style-type: none"> <li>What dictates the types of pottery made in different communities?</li> <li>How do ICT devices influence delivery of pedagogical knowledge and skills for pottery?</li> <li>What dictates the choice of pottery techniques taught to different levels of learners?</li> <li>What is the contribution of traditional pottery to the creative economy?</li> <li>What dictates the choice of materials and tools for open firing technique?</li> <li>Why are safety precautions important in open firing technique?</li> </ol>

		<p>firing technique.</p>	<p>Creative Arts designs for primary to demonstrate of teaching pottery using cooperative approach with focus on;</p> <ul style="list-style-type: none"> <li>-<i>choice of modelling technique</i></li> <li>-<i>choice of modelling materials</i></li> <li>-<i>safety measures in preparation of modelling materials</i></li> </ul> <ul style="list-style-type: none"> <li>● employs peer assessment focusing on; <ul style="list-style-type: none"> <li>-<i>appropriate methods during the process of modelling and decorating items</i></li> <li>-<i>the finished product (using analytical rubric)</i></li> </ul> </li> <li>● research and discuss on indigenous open pit firing in terms of; <ul style="list-style-type: none"> <li>-<i>materials and tools</i></li> <li>-<i>preparation of the kiln</i></li> <li>-<i>loading of the kiln</i></li> <li>-<i>firing of the kiln</i></li> <li>-<i>safety precautions in firing and offloading items</i></li> </ul> </li> </ul>	
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			<ul style="list-style-type: none"> <li>• prepares an open pit fire kiln and fire items focussing on; <ul style="list-style-type: none"> <li>-<i>safety precautions</i></li> <li>-<i>loading and offloading of kiln</i></li> </ul> </li> <li>display and critique own and others' modelled and fired items .</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to learn: the teacher trainee exchange ideas on how pottery is made and fired in various communities.</li> <li>• Communication and collaboration: the teacher trainee interacts with others in class</li> <li>• Creativity and innovation: the teacher trainee creates pottery using varied techniques</li> <li>• Assessment competency: the teacher trainee applies appropriate assessment strategies for pottery</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Love and Unity: the teacher trainees exchange ideas on other people's ways of creating and using pottery</li> </ul>				

### Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to discuss on modelling and decorating techniques in pottery,	Elaborately discusses on modelling and decorating techniques in pottery	Discusses on modelling and decorating techniques in pottery	Fairly discusses on modelling and decorating techniques in pottery.	Hardly discusses on modelling and decorating techniques in pottery.



<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to prepare clay in readiness for modelling	Skilfully prepares clay in readiness for modelling.	Prepares clay in readiness for modelling.	Fairly prepares clay in readiness for modelling.	Hardly prepares clay in readiness for modelling.
Ability to model pottery forms using different modelling and decorating techniques,	Creatively models pottery forms using different modelling and decorating techniques correctly.	Models pottery forms using different modelling and decorating techniques correctly.	Models pottery forms using either in appropriate modelling technique or and decorating techniques correctly.	Models pottery forms appropriately missing out on major aspects of the modelling and decorating techniques correctly.
Ability to fire the items using an open pit firing method,	Fires the items using an open pit firing method skilfully	Fires the items using an open pit firing method.	Fires the items missing out few procedures of open pit firing method	Fires the items missing out many procedures of open pit firing method
Ability to facilitate a lesson on pottery using cooperative approach,	Facilitates a lesson on pottery using cooperative approach creatively.	Facilitates a lesson on pottery using cooperative approach.	Fairly facilitates a lesson on pottery using cooperative approach	Hardly facilitates a lesson on pottery using cooperative approach

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>6.0 Creating 3D Artwork</b>	<b>6.4 Ornaments and Jewellery (2 hours)</b>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> <li>a) analyse functions of ornament and jewellery,</li> <li>b) make a beaded single and double- strand jewellery,</li> <li>c) facilitate a lesson on ornaments and jewellery in primary,</li> <li>d) apply appropriate methods and tools for assessing single and double strand techniques,</li> <li>e) appreciate the technique of ornament and jewellery</li> </ul>	<p>The teacher trainee:</p> <ul style="list-style-type: none"> <li>• sources for actual or virtual samples of necklaces, bracelets and decorative forms using beads from real and with focus on: <ul style="list-style-type: none"> <li>- <i>difference between ornaments and jewellery</i></li> <li>- <i>techniques</i></li> <li>- <i>function</i></li> <li>- <i>materials and tools</i></li> </ul> </li> <li>• makes beads for ornaments and jewellery from locally available materials (<i>stalks, hard clay, papier mâché rubber, inedible seeds etc</i>)</li> <li>• makes single strand bracelets from the prepared beads</li> <li>• makes double strand necklaces from the prepared beads</li> <li>• makes reference to the Creative Activities/Arts curriculum designs and discusses strategies</li> </ul>	<ol style="list-style-type: none"> <li>1. How does functionality determine choice of materials, tools and equipment?</li> <li>2. What determines the design and creation of an ornament or jewellery?</li> <li>3. How do ornaments from jewellery contribute to creative economy?</li> </ol>

			<p>of teaching ornaments and jewellery with focus on;</p> <ul style="list-style-type: none"> <li>- <i>choice of technique</i></li> <li>- <i>choice of materials</i></li> <li>- <i>safety measures in preparation of materials</i></li> </ul> <ul style="list-style-type: none"> <li>• employs peer assessment focusing on; <ul style="list-style-type: none"> <li>- <i>appropriate methods during the process of making ornaments and jewellery.</i></li> <li>- <i>the finished product (using analytical rubric)</i></li> </ul> </li> <li>• displays and critiques own and others' work</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: the teacher trainee exchanges ideas on how ornaments and jewellery are made in various communities.</li> <li>• Learning to learn and reflective practice: the teacher trainee sources for objects to be used in making ornaments</li> <li>• Assessment competency: the teacher trainee applies appropriate assessment strategies for ornaments and jewellery</li> <li>• Pedagogical content knowledge: the teacher trainee prepares a lesson on ornaments and jewellery</li> <li>• Creativity and innovation: the teacher trainee makes and decorates ornaments using varied techniques</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Patriotism and Unity: the teacher trainees exchange ideas on other people's ways of creating and using ornaments.</li> </ul>				

- Responsibility: the teacher trainee takes care of own and others' resources during group activities

### Suggested Formative Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to analyses functions of ornament and jewellery	Elaborately analyses functions of ornament and jewellery	Analyses functions of ornament and jewellery	Fairly analyses functions of ornament and jewellery	Hardly analyses functions of ornament and jewellery
Ability to make a single-strand bracelet	Firmly and neatly makes single strands beads to make a bracelet.	Makes a single strand bead to make a bracelet.	Fairly makes single strands beads to make a bracelet.	Hardly makes single strands beads to make a bracelet.
Making a double-strand necklace	Firmly and neatly double strands beads to make a necklace.	Firmly double strands beads to make a necklace.	Fairly double strands beads to make a necklace.	Hardly double strands beads to make a necklace.
Ability to discuss strategies of teaching ornaments and jewellery in primary.	Extensively discusses strategies of teaching ornaments and jewellery in primary.	Discusses strategies of teaching ornaments and jewellery in primary.	Fairly discusses strategies of teaching ornaments and jewellery in primary.	Hardly discusses any strategies of teaching ornaments and jewellery in primary.

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Application of appropriate assessment methods and tools for single and double strand techniques.	Confidently and correctly applies appropriate assessment methods and tools for single and double strand techniques.	Correctly applies appropriate assessment methods and tools for single and double strand Techniques.	Fairly applies appropriate assessment methods and tools for single and double strand techniques.	Hardly applies any appropriate assessment methods and tools for single and double strand techniques.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>6.0</b> <b>Creating</b> <b>3D</b> <b>Artwork</b>	<b>6.5</b> <b>Sculpture</b>  <b>(6 hours)</b>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> <li>a) discuss assemblage, carving and casting technique in sculpture,</li> <li>b) assemble materials to make a play item for skill development</li> <li>c) make a form using carving technique,</li> <li>d) use papier mâché to make a form using casting technique,</li> <li>e) facilitate on sculpture using blended learning,</li> <li>f) appreciate making of sculptural forms using carving, construction and assemblage techniques.</li> </ol>	<p>The teacher trainee:</p> <ul style="list-style-type: none"> <li>• sources for sample toys/dolls, kites and shakers from real and virtual environments and discusses them in reference to; <ul style="list-style-type: none"> <li>- <i>materials</i></li> <li>- <i>tools</i></li> <li>- <i>joining techniques</i></li> </ul> </li> <li>• collects and prepares locally available materials and uses them to construct, and assemble; <ul style="list-style-type: none"> <li>- <i>a toy/doll of choice</i></li> <li>- <i>a shaker</i></li> </ul> </li> <li>• prepare papier mâché correctly; <i>shredding, soaking, pounding, adding adhesive,</i></li> <li>• use a mould and papier mâché to produce a form using casting technique</li> <li>• refers to the creative activities designs to discuss strategies of facilitating construction and</li> </ul>	<ol style="list-style-type: none"> <li>1. What dictates the choice of materials and tool for different levels of learners in construction and assemblage?</li> <li>2. What is the contribution of sculpture in creative economy?</li> <li>3. How can the art teacher create an all-inclusive e-learning environment for learners with partial visual /hearing/physical challenges?</li> </ol>

			<p>assemblage in lower and upper primary in terms of;</p> <ul style="list-style-type: none"> <li>- <i>Choice of materials for different levels</i></li> <li>- <i>Choice of tools for different levels</i></li> <li>- <i>Choice of items to be carved for different levels</i></li> <li>- <i>Safety measures when constructing and assembling</i></li> <li>• prepares a lesson plan for sculpture in grade 5 for a face-to-face and virtual lesson (<i>blended learning</i>)</li> </ul> <p>with focus on:</p> <ul style="list-style-type: none"> <li>- integration of ICTs in learning</li> <li>- ways of involving learners with hearing/physical /visual limitations in practical experiences</li> <li>- online lesson facilitation approaches</li> <li>• displays and critiques own and other's kites, toys, propellers and shakers.</li> </ul>	
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**Core competencies to be developed**

- Learning to learn and reflective practice: the teacher trainees exchange ideas on how sculptural work is made in various communities.
- Communication and collaboration: the teacher trainee interacts with others in class
- Assessment competency: the teacher trainee applies appropriate assessment strategies for sculpture
- Critical thinking and problem solving: the teacher trainee source for objects to be used in sculptural work
- Pedagogical content and knowledge: the teacher trainee prepares a lesson on sculptures

**Values:**

- Unity: the teacher trainees exchange ideas on other people's ways of creating and using sculptural items
- Respect: the teacher trainee shares ideas during class discussions

**Suggested Formative Assessment Rubric**

<b>Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Meets Expectations</b>
<b>Indicator</b>				
discuss assemblage, carving and casting technique in sculpture	Articulately discusses strategies of facilitating carving in lower and upper primary	Discusses strategies of facilitating carving in lower and upper primary	Fairly discusses strategies of facilitating carving in lower and upper primary	Hardly discusses any strategies of facilitating carving in lower and upper primary
make a form using carving technique	Creatively and competently applies the technique of carving	Applies the technique of carving competently	Fairly applies the technique of carving	Hardly applies the technique of carving



<b>Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Meets Expectations</b>
<b>Indicator</b>				
assemble materials to make a play item				
use papier mâché to make a form using casting technique	Consistently and correctly prepares materials and tools	Correctly prepares materials and tools	Fairly prepares materials and tools	Hardly prepares the materials and tools
facilitate on sculpture using blended learning virtual lesson	Confidently prepares a lesson plan for sculpture in grade 5 with all the contents of each components	Prepares a lesson plan for sculpture in grade 5 with all the contents of each components	Prepares a lesson plan for sculpture in grade 5 with some the contents of each components	Prepares a lesson plan for sculpture in grade 5 with most of the contents of each components missing

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>6.0 Creating 3D Artwork</b>	<b>6.6 Puppetry</b>  <b>(4 hours)</b>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> <li>discuss features of various puppets and puppet theatres</li> <li>discuss and generate simple storylines on PCIs to use in performance in the puppet theatres</li> <li>create a glove puppet for skill development</li> <li>apply appropriate methods and tools for assessing varied puppets</li> <li>appreciate various puppets and puppet theatres.</li> </ol>	<p>Teacher trainee:</p> <ul style="list-style-type: none"> <li>sources samples of puppetry and various puppet theatres from the physical and virtual environments and explores features of <ul style="list-style-type: none"> <li><i>glove puppets</i></li> <li><i>stick/rod puppets</i></li> <li><i>marionettes</i></li> </ul> </li> <li>categorises and discusses simple storylines based on the PCIs to use in performance with puppets in the puppet theatres</li> <li>selects locally available materials and uses them to make hand puppets, stick/rod puppets and marionettes</li> <li>collects and prepares locally available materials and improvises the following theatres:</li> </ul>	<ol style="list-style-type: none"> <li>What dictates the type of puppet theatre used in different events?</li> <li>How do ICT devices influence delivery of pedagogical knowledge and skills in puppetry?</li> <li>What influences the choice of materials and tools used in particular puppet theatres?</li> <li>How is the making of puppets and performance of various puppet theatres fundamental to the learning and</li> </ol>

			<ul style="list-style-type: none"> <li>- <i>doorway theatre</i></li> <li>- <i>open window theatre</i></li> <li>• performs simple plots using the improvised theatres</li> <li>• refers to Art and Craft designs for in upper primary and discusses strategies of facilitating puppetry in terms of; <ul style="list-style-type: none"> <li>- <i>choice of materials for making various puppets</i></li> <li>- <i>reuse/recycling of materials to make puppets</i></li> <li>- <i>choice of tools for making various puppets</i></li> <li>- <i>safety measures when constructing and assembling puppets and theatres</i></li> </ul> </li> <li>• employs peer assessment focusing on; <ul style="list-style-type: none"> <li>- <i>appropriate methods during the process of</i></li> </ul> </li> </ul>	<p>teaching of puppetry?</p> <p>5. What is the contribution of puppetry to the creative economy?</p>
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			<p><i>creating varied puppets.</i></p> <ul style="list-style-type: none"> <li>- <i>the finished product (using analytical rubric)</i></li> </ul> <p>critiques own and other's puppets and puppet theatres.</p>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: the teacher trainee interacts with others in class</li> <li>• Critical thinking and problem solving: the teacher trainee sources for objects to be used in puppetry</li> <li>• Citizenship and Leadership competency: the teacher trainee takes up leadership role in group work activities</li> <li>• Assessment competency: the teacher trainee applies appropriate assessment strategies for puppetry</li> <li>• Pedagogical content and knowledge: the teacher trainee a lesson on puppetry.</li> </ul> <p>Learning to learn and reflective practice: the teacher trainee explores samples of puppets from the physical and online environments to gain insight into the process of making them</p>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect: the teacher trainee gives polite feedback on other's puppetry performanc</li> <li>• Unity : the teacher trainee works with others during the puppet performance</li> </ul>				

### Suggested formative assessment rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches expectation</b>	<b>Meets Expectations</b>
Identification of characteristics; <ul style="list-style-type: none"> <li>- glove Puppets</li> <li>- Stick/Rod Puppets</li> <li>- Marionettes</li> </ul>	Clearly identifies characteristics of ; <ul style="list-style-type: none"> <li>- Hand/ Puppets</li> <li>- Stick/Rod Puppets</li> <li>- Marionettes</li> </ul>	Identifies characteristics of : <ul style="list-style-type: none"> <li>- Hand/ Puppets</li> <li>- Stick/Rod Puppets</li> <li>- Marionettes</li> </ul>	Fairly identifies characteristics of ; <ul style="list-style-type: none"> <li>- Hand/ Puppets</li> <li>- Stick/Rod Puppets</li> <li>- Marionettes</li> </ul>	Hardly identifies characteristics of ; <ul style="list-style-type: none"> <li>- Hand/ Puppets</li> <li>- Stick/Rod Puppets</li> <li>- Marionettes</li> </ul>
discuss and generate simple storylines on PCIs to use in performance in the puppet theatres				
create a glove puppet for skill development	Excellent choice of simple plots based on the PCIs, relevant for performance of in various puppet theatres.	Good choice of simple plots based on the PCIs, relevant for performance of in various puppet theatres.	Fair choice of simple plots based on the PCIs, relevant for performance of in various puppet theatres.	Irrelevant choice of simple plots based on the PCIs for performance of in various puppet theatres.
Application of	Easily and	Correctly	Fairly applies	Hardly applies any

appropriate assessment methods and tools for varied puppets	correctly applies appropriate assessment methods and tools for varied puppets	applies appropriate assessment methods and tools for varied puppets	appropriate assessment methods and tools for varied puppets	appropriate assessment methods and tools for varied puppets
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## STRAND 7.0 ART AND CRAFT APPRECIATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
7.0 Art and Craft Appreciation	7.1 Exhibition (10 hours)	<p>By the end of the sub strand the teacher trainee should be able:</p> <ul style="list-style-type: none"> <li>a) explains non-formal activities that support the learning of Art and Craft in primary school,</li> <li>b) classify 2D artworks mounted using mat and window technique,</li> <li>c) mount 2D artworks using mat and window techniques for presentation,</li> <li>d) showcase artwork for appreciation,</li> <li>e) visit an art exhibition for appreciation of Art and craft,</li> <li>f) acknowledge</li> </ul>	<p>The teacher trainee:</p> <ul style="list-style-type: none"> <li>• explores and discuss types of non-formal activities that support the learning of Art and Craft,               <ul style="list-style-type: none"> <li>- <i>art clubs</i></li> <li>- <i>excursions to art galleries and museums</i></li> <li>- <i>art exhibitions</i></li> </ul> </li> <li>• sources for samples of 2D mounted artworks discusses and classifies them according to;               <ul style="list-style-type: none"> <li>- <i>mounting technique (mat &amp; window)</i></li> </ul> </li> <li>• selects 2D artwork and mount them using mat and window mounting considering;               <ul style="list-style-type: none"> <li>- <i>visual balance and contrast of the surface vs the mounted picture,</i></li> <li>- <i>craftmanship</i></li> </ul> </li> <li>• collaboratively, prepare display area within the collage and take part in an actual exhibition/ showcase own and</li> </ul>	<ol style="list-style-type: none"> <li>1. Which unconventional surfaces can be used for matting and window mounting?</li> <li>2. How do you distinguish matting from window mounting?</li> <li>3. How does showcase contribute to identification and nurturing the learner's artistic talent?</li> </ol>

		<p>exhibition as a form of appreciation</p>	<p>others' 2D and 3D artwork in a virtual exhibition,</p> <ul style="list-style-type: none"> <li>● take an actual/ virtual gallery tour and analyse artwork according to; <ul style="list-style-type: none"> <li>- <i>aesthetic/craftmanship</i></li> <li>- <i>subject matter</i></li> <li>- <i>technique</i></li> </ul> </li> <li>● plan and take a field trip to art galleries /community art centres / museums,</li> <li>● prepare a catalogue detailing; <i>name of artist(s), art type, material and tools, brief process,</i></li> <li>● give feedback to peers and reflect on own work.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to learn and reflective practice: the teacher trainee take an actual/ virtual gallery tour and analyse artwork.</li> <li>● Pedagogical content and knowledge: the teacher trainee explores and discuss types of non-formal activities that support the learning of Art and Craft.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Integrity: the teacher trainee to practice ethical behaviour and empathy when sharing materials and tools.</li> <li>● Unity: the trainee collaboratively, prepare display area within the collage and take part in an actual exhibition.</li> </ul>				



### Suggested Formative Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to explain non-formal activities that support the learning of Art and Craft in primary school	Aptly explains non-formal activities that support the learning of Art and Craft in primary school	Explains non-formal activities that support the learning of Art and Craft in primary school.	Fairly explains non-formal activities that support the learning of Art and Craft in primary school	Hardly explains non-formal activities that support the learning of Art and Craft in primary school
Ability to classify 2D artworks mounted using mat and window technique	Classifies 2D artworks mounted using mat and window technique	Classifies 2D artworks mounted using mat and window technique	Classifies 2D artworks mounted using 1 of the technique	Hardly classifies 2D artworks mounted using mat and window technique
Ability to mount 2D artworks using mat and window techniques for presentation,	Creatively mounts 2D artworks using mat and window techniques for presentation,	Mounts 2D artworks using mat and window techniques for presentation,	Mounts 2D artworks using mat and window techniques for presentation missing out on either proper balance or craftsmanship	Mounts 2D artworks using mat and window techniques for presentation missing out on both the balance and craftsmanship aspects