

Fine Art and Crafts

for Rwanda Schools

Teacher's Guide

Primary 6

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Preface

Fine Art and Crafts for Primary Six is a continuation of the Fine Art and Crafts course for Primary Four and Five. The skill-based approach of learning still continues at this level. Hence you will greatly involve your learners more in practical work. The content of Fine Art and Crafts is divided into six units. This will provide sufficient opportunity for the learners to practice and develop their talents as they get skilled further. The aim of this move is to improve on their creativity to a higher level, self-esteem and confidence.

My goals

Before you apply each unit, always first read and understand what you will be able to teach applying the unit. This will help you not to waste your efforts on what is not needed at the time. So you always have to keep in focus.

Learning by the mind, body and feelings

Since Fine Art and Crafts is an area of study which is by means of acquiring knowledge and understanding it, skills, values and attitudes. These units require learners to participate in different activities as much as they can in order to become skilled creative artists in future.

They are advised to be cooperative with fellow learners in this area in order to learn and perform interestingly. Encourage them to always be ready to work in groups with many friends as much as possible in order to learn from each other. Learners gain a lot from each other as they get involved in discussions. Train learners to always talk freely and respect each others' opinions as they work out different activities.

Fieldwork

Since Fine Art and Craft is a cultural subject, its characteristics already exist in our communities. Therefore, you should task learners to research in order to find out more from the community the different types of products, materials and tools that they already know. Guide learners as they conduct research from their surroundings and communities.

Materials

You will guide the learners to use appropriate materials to help in the learning process. Always keep materials and tools safe from damage. Teach the learners to become responsible artists.

Unit Assessment

At the end of every unit there is a unit assessment. This will help you with an idea on how to develop some test items that you need to set your termly examinations.

Hope this guide will enable you to apply the competence based modern approach of teaching.

Section 1: General introduction

Guidance to teachers

Fine Art and Crafts is a skill-based subject which greatly involves learners in practical work. The content for Primary Six is divided into six units with varying periods. These units require you to guide learners as they participate in different activities. Learners will need your guidance in the following categories:

- 1. Fieldwork:** Learners have sessions where they are supposed to move out of class and study from their surroundings. During such sessions, guide learners on how to be organised, respect their environment and keep discipline among themselves, their school and society.
- 2. Group work:** Groups should be formed according to the class sizes, the teaching space, available materials and the nature of activity to be done. For small classes, you can afford small groups as compared to large classes. Try your best to mix learners with different learning abilities and gender as you form groups. The composition of the groups should keep changing in order to give learners chance to interact and share with different members at different times.
- 3. Discussions:** Learners gain a lot from each other as they get involved in discussions, however, sometimes these can be chaotic without the teacher's guidance. The instructions should be made clear to the learners before discussions begin. For example in most of the activities learners are expected to display and discuss their works with fellow learners. In such instances, encourage learners to talk freely and respect each other's opinions.

4. Experiments: In most of the activities, learners will participate in trying out different methods and techniques and find out results on their own. In such instances learners should be given enough support and guidance. Some of the experiments require learners to use their past experience as they develop skills in the different areas. For such cases use as many examples as the time allows and encourage learners to be open and confident.

5. Sharing of materials: Materials play a very important role in developing learner's skills in Fine Art and Crafts. Try to experiment with these materials first before introducing them to the learners in order to avoid possible embarrassments. Some of the materials require special attention by the learners in order to avoid accidents. Besides, guide learners as they share materials in order to discourage selfishness and extravagance. Try as much as possible to use materials from the local environment and where you can substitute the suggested materials, it is fine as long as the results remain the same.

List of equipment needed for the subject

Since the subject of Fine Art and Crafts is a skill-based subject, it would be very difficult for one to teach without using materials. The following materials and tools are necessary for the success of the teaching and learning of Fine Art and Crafts:

- Papers in various types
- Pencils in various grades
- Pens
- Rulers
- Coloured pencils
- Rubbers
- Crayons
- Charcoal
- Assorted objects from the environment
- Tracing papers
- Carbon papers
- Lettersets
- Computer
- Clay
- Waste papers

- Pastels
- Powder colours
- Poster colours
- Water colours
- Cutters
- Printing ink
- Brushes
- Wax
- Tables
- Found objects (e.G. Stones and bottle tops)
- Wood glue
- Table knives
- Containers
- Bowls
- Plates
- Polythene materials
- Plastic containers
- Cotton cloth
- Heat sources
- Basins
- Water
- Needles

In case some of the required materials are not available, you should research about the possible local materials from the surroundings that could be used as substitutes. In some instances there are materials which are common in some areas but rare in others. Study the Unit before and plan substitutes for such materials which are not available as suggested in the guide.

General guidance on assessment both formative and summative

There will be artworks done by both individuals and groups of learners. For the case of group activities, all participants share the mark or grade. All learners in a particular group should be actively involved in order to share the mark. For activities which involve stages, it would be a good idea to assess each stage and then sum up the different marks at the completion stage. A cumulative grade should be compiled for each learner's practical works (in form of portfolio) as part of continuous assessment. The marks/grades should be awarded according to what the learner can do. The teacher does this through observation of what the learner does as a design process and at the final stage of the artwork.

For summative evaluation, learners should be assessed individually in order to judge their skills acquisition; this should be done by assessing the steps involved and the appearance of the final work.

Section 2: Content map for Fine Art and Crafts

	Unit 1 Drawing and painting still life and nature	Unit 2 Motifs, patterns and design process	Unit 3 Letter styles, illustrations and design technology
Number of periods	5	2	3
Key unit competence	To be able to draw and paint different pictures of objects and scenes in still life and nature using different tools and materials.	To be able to create various motif patterns and apply them on surfaces using different techniques.	To be able to design calligraphic texts and graphic images using various techniques.
Number of lessons	5	2	2
Equipment and learning and teaching aids required	<ul style="list-style-type: none"> • Drawing pencils • paper • coloured pencils • pastels • pencils crayons • charcoal • chalk • powder colours, and water colours. 	<ul style="list-style-type: none"> • Powder colours • pencils • paper • printing paste • sponge • cutters • cloth 	<ul style="list-style-type: none"> • Paper • rulers • rubbers • ink • poster • colours • computer. • pencils
Activities/ techniques	<ul style="list-style-type: none"> • Group discussion elements and principles of drawing and painting. • Individually draw and paint objects from nature and still life. • Draw from landscape. • Draw from observation and imagination. • Display and discussion of individual and group works. 	<ul style="list-style-type: none"> • In small groups, identify patterns from the surrounding and how they are formed. Develop motifs. • Print motif patterns using different techniques. • In groups, learners develop motifs and print them by use of a stencil. 	<ul style="list-style-type: none"> • Research about the letter types from a computer. • In groups learners use MS Word to design a poster. • Learners save, print, display and discuss their personal and group works.

Unit 4 Clay and methods of building clay figures	Unit 5 Recycling different wasted articles into craftworks	Unit 6 Embroidery motifs and patterns on fabrics and other surfaces
3	3	3
To be able to create clay articles and decorate and finish them using different techniques.	To be able to make collages using various methods by transforming different articles, materials and tools.	To be able to create different designs of embroidery on different textiles by manipulating various tools, and techniques.
2	2	2
<ul style="list-style-type: none"> • Clay • water • hoe • sieve • polythene material • buckets with cover • a platform. 	<ul style="list-style-type: none"> • Waste • materials • cutters • paper • pencils • colours • card boards, and glue 	<ul style="list-style-type: none"> • Threads • Scissors • Fabrics • Embroidery hoops or rings.
<ul style="list-style-type: none"> • Preparation of clay in groups. • Molding clay articles as an individual activity. • Decorating and finishing clay surfaces using different techniques. 	<ul style="list-style-type: none"> • Identification and collection of waste materials for collage. • In groups, learners make collage articles by imitating works of other artists. • Display and discussion of group works. 	<ul style="list-style-type: none"> • Group discussion and preparation of materials and tools for embroidery. • Individual practice with different stitches for embroidery. • In groups learners make embroidery patterns. Display and discussion of embroidery patterns.

	Unit 1 Drawing and painting still life and nature	Unit 2 Motifs, patterns and design process	Unit 3 Letter styles, illustrations and design technology
Generic competences practiced	<ul style="list-style-type: none"> • Critical and problem-solving • Creativity and innovation • Communication in official languages 	<ul style="list-style-type: none"> • Critical and problem-solving skills • Creativity and innovation • Research • Communication in official languages • Cooperation 	<ul style="list-style-type: none"> • Critical and problem solving skills • Creativity and innovation • Research • Communication in official languages • Cooperation
Cross cutting issues to be addressed	<ul style="list-style-type: none"> • Environment and sustainability • Financial education • Inclusive education 	<ul style="list-style-type: none"> • Standardisation culture • Environment and sustainability • Financial education • Inclusive education 	<ul style="list-style-type: none"> • Environment and sustainability • Financial education • Inclusive education
Assessment strategies of the key unit competence	Assess learner's works using the elements of art and design.	The success of the artworks depends on achievement of the flow of the patterns and neatness.	Assess the consistence of letters and the message carried forward in the posters.
Vocabulary acquisition	Learners practice with the elements and principles of art.	Learners practice with the elements and principles of design.	Learners practice with the different terminologies used in computer aided designing.

Unit 4 Clay and methods of building clay figures	Unit 5 Recycling different wasted articles into craftworks	Unit 6 Embroidery motifs and patterns on fabrics and other surfaces
<ul style="list-style-type: none"> • Critical and problem solving skills • Creativity and innovation • Research • Communication in official languages • Cooperation 	<ul style="list-style-type: none"> • Critical and problem solving skills • Creativity and innovation • Research • Communication in official languages 	<ul style="list-style-type: none"> • Critical and problem solving skills • Creativity and innovation • Communication in official languages • Cooperation
<ul style="list-style-type: none"> • Standardisation culture • Environment and sustainability • Financial education • Inclusive education 	<ul style="list-style-type: none"> • Standardisation culture • Environment and sustainability • Inclusive education 	<ul style="list-style-type: none"> • Standardisation culture • Environment and sustainability • Inclusive education
Judge the learner's ability to use clay to form articles.	Judge the learner's work according to consistence and neatness.	Consider the neatness and consistence of stitches in the embroidery patterns.
Learners practice with the elements of art and other terminologies in sculpture.	Learners practice with the principles and elements of art.	Learners practice with the principles and elements of art.

Section 3: Guidance to the use of the Learner's Book

The learner's book is divided into six units, packed with activities. Some of these activities demand for the learner's reflection on their past experience and observation. The rest of the activities engage learners in experimentation with materials to produce artworks. This requires your guidance regarding provision of the necessary materials and how to carry out the practical work. A detailed description of how the units will be conducted is presented in section five.

Section 4: Fine Art and Crafts

Sample lesson plan

School name:

Teacher's name:

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
3	24 /08/ 2017	Fine Art and Crafts	P. 6	One	1 of 6	40 mins	45 learners
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				One visual impaired learner, who is short-sighted			
Unit title		Drawing and painting still life and nature.					
Key unit Competence		To be able to draw and paint different pictures of objects and scenes in still life and nature using different tools.					
Title of the lesson		Principles of drawing and painting.					
Instructional objectives		By the end of this lesson, using pencil, paper and paint, learners should be able to accurately draw and paint different objects from nature following the elements and principles of art.					
Plan for this class (location: in/outside)		Inside and out of class; learners should be taken out to study and appreciate objects from nature. They return to the classroom when they are going to draw and paint.					
Learning Materials (for all learners)		Pencil, sharpener, ruler, brushes, powder colour or water colour, rubbers and paper. (Coloured papers should be provided to the short-sighted learner in order to help him/her)					
References		Upper primary level Creative Arts-Fine art and Crafts Syllabus. Kigali 2015, page 32.					

Timing for each step	Description of teaching and learning activity		Generic competences and cross-cutting issues to be addressed + a short explanation
	Teacher's activities	Learner's activities	
Step 1 Introduction <i>(10 minutes)</i>	<ul style="list-style-type: none"> Find out about the learners previous experience in drawing and painting. Introduce learners to the meaning of the principles in art and craft in general. Specifically introduce learners to the principles of balance and perspective. Show learners some drawings for different artists and how the principles were followed. 	<ul style="list-style-type: none"> Learners briefly discuss about their past experiences in drawing and painting. Individually learners read the text about the principles in the learner's book. Learners discuss the principle of balance and perspective. Individually learners try to identify the way the two principles were applied in the different drawings and paintings displayed by the teacher. 	<ul style="list-style-type: none"> Critical thinking and problem-solving as learners discuss. Communication skills and cooperation is also developed. Research is also emphasised as learners search for the principles. Creativity and innovation as learners practice. Environment and sustainability as learners observe the nature. Inclusive education as well as learners work together without discrimination.

<p>Step 2</p> <p>Development of the lesson</p> <p><i>(20 minutes)</i></p>	<ul style="list-style-type: none"> • Expose learners to the different types of balance i.e., symmetrical, asymmetrical and radial balance. Use various examples to illustrate this. • Supply learners with the necessary materials and guide them as they work out Activity 6 in the learner's book. • Let learners read the text about perspective from the learner's book (<i>pages 13 to 17</i>). • Take the class outside to observe the sceneries around your school, also help the impaired learner to be near the observed scenery. • Guide learners as they do Activity 7. • Take learners through the different types of perspective. 	<ul style="list-style-type: none"> • Learners share about the different types of balance i.e., symmetrical, asymmetrical and radial balance. • Learners work out Activity 6 in the learner's book. • Learners read the text about perspective from the learner's book (<i>pages 13 to 17</i>). • Learners observe the sceneries with buildings and vegetation out of class as they study perspective. The impaired learner has to stand in comfortable place for facilitation and ease of the activity. • Learners work out Activity 7 in the learner's book. • Learner's discuss the different types of perspective ie One-point, two-point and three-point perspective. 	<ul style="list-style-type: none"> • Cooperation is emphasised as learners share with each other. • Communication skills improved as learners discuss together • Observation skills emphasised as learners conduct research. • Creativity and innovation through drawing in Activity 7. • Inclusive education as learners work together without discrimination.
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<p>Step 3</p> <p>Conclusion/ summary/ Assessment</p> <p><i>(10 minutes)</i></p>	<ul style="list-style-type: none"> • Guide learners as they organise a place and facilities to display their works. • Guide learners as they display their work. • Discuss the learner’s work regarding the applications of the principles of drawing and painting studied in art. 	<ul style="list-style-type: none"> • Organise a place and facilities to display their works. • Each learner displays his/her work and others give comments regarding the applications of principles of drawing and painting studied in art. 	<ul style="list-style-type: none"> • Cooperation is developed as learners work together. • Communication skills are improved as learners share ideas. • Inclusive educationn as well as learners work together without discrimination.
<p>Teacher self-evaluation</p>	<p>The objectives have been achieved due to active participation and availability of tools and materials.</p>		



**Drawing and
painting still life
and nature**



Unit

1

Drawing and painting still life and nature

Key Unit Competence

The learner,

Draws and paints different pictures of objects and scenes in still life and nature using materials and tools.

Prerequisites of this Unit

In this unit you should help learners discover the meanings of the elements and principles of art. Guide learners as they follow the process of drawing and painting using various materials. Let learners draw and paint pictures from still life and nature using different methods and techniques. As they draw and paint, learners appreciate the beauty of the surroundings. After drawing and painting, guide learners as they display their work and discuss it respecting each other's opinions.

Cross-cutting issues to be addressed

As you progress with this Unit, the following issues should be addressed:

- Environment and sustainability: As learners study objects from still life and nature, let them respect the objects in the environment especially plants, insects and animals.

- Financial education: Guide learners to know that materials and tools cost money and therefore they should be used sparingly.
- Inclusive education: Drawing can be done by learners with physical disabilities as long as they are able to write.

(Refer to the Upper primary level creative Arts syllabus. Kigali 2015, page 32)

Generic competences

The following generic competences will be emphasised in this unit:

- Creativity and problem-solving.
- Creativity and innovation.
- Cooperation, interpersonal management and life skills.

Vocabulary or keywords or concepts

The vocabulary or keywords for this Unit include; space, balance, harmony and perspective.

Guidance on the problem statement

In order to draw and paint accurately, one needs to be observant and follow the principles and elements of art. Besides, one needs the same elements and principles to talk about different works of art. The elements of art are in Activity 1, on page 2 in the Learner's book.

Attention to special educational needs

Learners with visual impairment should be allowed to move closer to the objects being studied in the lesson in order to have a clear view.

List of lessons

There are five lessons for this Unit as listed below:

1. Elements of drawing and painting art.
2. Principles of drawing and painting art.
3. Drawing and painting from a landscape.
4. Painting objects from nature and still life.
5. Drawing from observation and imagination.

Lesson one should be covered in two periods of 40 minutes each, lesson two and five should be covered in a single period each. Yet lesson three and four are covered in a single period.

Suggested ways of teaching this Unit

Lesson 1: Elements of drawing and painting

Suggested number of periods: 2 (80 minutes)

Learning objectives:

The learner;

- Identifies elements for drawing and painting in a given work of art
- Explains the different elements of drawing and painting.
- Draws and paints objects while following the elements of drawing and painting.

Teaching aids

Look for these materials for learners;

- Brushes
- Charcoal
- Coloured pencils
- Crayons
- Papers
- Pencils
- Powder colours
- Rubbers
- Sharpeners
- Any other materials you find applicable

Teaching methods

The following methods can be used;

- Brainstorming
- Discussion
- Experimentation
- Think-pair-share
- Guided discovery

Procedure:

Introduction (15 minutes)

- ♣ Let learners read the Unit introduction on page 1 in the learner's book.
- ♣ Let learners form pairs and observe Figure 1.1.
- ♣ Guide learners as they work out Activity 1, on page 2 in the learner's book.
- ♣ Help learners discover the different elements in the work as you mention each of them. (i.e space, line, tones, texture and colour).

Lesson development (50 minutes)

- Give learners some time to read the text before Activity Two in the learner's book. This can be done in pairs or small groups.
- Let learners observe the pictures as they identify the differences in the element of space by doing Activity 2 on page 5 in the learner's book. As learners quickly draw the objects, guide them to understand the element of space.
- Let learners read about the element of line and guide them as they work out Activity 3 on page 6. Guide them as they perceive the element of line with all its characteristics.
- Guide learners as they read about texture. Let them do Activity 4 on page 8 in the learner's book. Guide them as they discuss their work.

- Introduce learners to the element of colour. Expose them to primary, secondary colours on a colour wheel. You can refer them to how they mixed these same colours in Primary Five. Let them do Activity 5 on page 10 in the learner's book.

Assessment (15 minutes)

- ⇒ Let learners display all their drawings and paintings.
- ⇒ Guide them as they discuss the different elements of drawing and painting reflected in their works.

Lesson 2: Principles of drawing and painting

Suggested number of periods: 1 (40 minutes)

Learning objectives:

The learner;

- ④ Explains the principles of drawing and painting.
- ④ Identifies the principles in a given drawing and painting.
- ④ Draws and paints works while following the principles of art.

Teaching aids

Look for these materials for learners;

- Pencils
- Brushes
- Papers
- Powder colours
- Rubbers
- Sharpeners
- Any other materials you find applicable

Teaching methods

The following methods can be used;

- Discussion
- Group work
- Guided discovery
- Experimentation

Procedure:

Introduction (6 minutes)

- ♣ Guide learners as they read the text about the principles of art in the learner's book, pages 11 and 12.
- ♣ Explain to learners about the relationship between elements and principles of art.
- ♣ Show and discuss with learners the different works of art as you introduce them to the principles of art.

Lesson development (28 minutes)

- Introduce learners to the principle of balance. Expose them to the different types of balance i.e., symmetrical, asymmetrical and radial balance. You can use more examples from the learner's surroundings to make them understand the concept.
- Supply learners with the necessary materials as they experiment with balance, by working out Activity 6 on page 13 in the learner's book.
- Introduce the principle of perspective. Let learners read the text about perspective on pages 13 to 14 from the learner's book.
- Organise the class to move outside and observe the sceneries around your school.
- Guide learners as they do Activity 7 on page 15. You can show them more examples in order to understand more about perspective.
- Take learners through the different types of perspective.

Assessment (6 minutes)

- ⇒ Organise a place and facilities for learners to display their works.
- ⇒ Let learner's display their work and discuss it regarding the use of the principles of drawing and painting studied.

Lesson 3: Drawing and painting from a landscape and still life

Suggested number of periods: 1 (40 minutes)

Learning objectives:

The learner;

- ④ Differentiates between a closed and open landscape.
- ④ Observes and draws from a landscape while following perspective.
- ④ Draws objects from nature and still life.

Teaching aids

Look for these materials for learners;

- Brushes
- Charcoal
- Coloured pencils
- Crayons
- Papers
- Pencils
- Powder colours
- Rubbers
- Sharpeners
- Drawings in different techniques
- Any other materials you find applicable

Teaching methods

The following methods can be used;

- Discussion
- Guided discovery
- Experimentation

Procedure:

Introduction (5 minutes)

- ♣ Guide learners through the different materials and tools that can be used in drawing and painting. Let them read about the different effects of materials used in drawing and painting.
- ♣ Let learners identify the materials used in a particular drawing or painting by simply observing their characteristics.
- ♣ Let learners form small groups and guide them as they do Activity 8, on page 18 in the learner's book.

Lesson development (30 minutes)

- Give learners some time to read about the appearance of different landscape. Besides the examples in the learner's book, you can provide learners with more examples of open and closed landscapes.
- Supply learners with the required materials and let them do activity 9 on page 20 in the learner's book. Guide them on how to choose the right scenery and follow the principle of perspective in landscape drawing and painting.
- Introduce learners to drawing and painting from nature and still life. Discuss the similarities and difference between the two scenarios.
- Guide learners as they do Activity 10 on page 23 in the learner's book.

Assessment (5 minutes)

- ⇒ Organise a place and facilities for learners to display their works.
- ⇒ Let learners display all their work done within the lesson and discuss it regarding the application of elements and principles of drawing and painting.

Lesson 4: Drawing from observation and imagination

Suggested number of periods: 1 (40 minutes)

Learning objectives:

The learner;

- Differentiates drawing from imagination and drawing from observation.
- Draws from observation.
- Draws from imagination.

Teaching aids

Look for these materials for learners;

- Charcoal
- Coloured pencils
- Crayons
- Papers
- Pencils
- Rubbers
- Sharpeners
- Any other materials you find applicable

Teaching methods

The following methods could be used;

- Brainstorming
- Discussion
- Guided discovery
- Experimentation

Procedure: (8 minutes)

Introduction

- ♣ Explain to the learners what is meant by observation and imagination. Guide learners to understand the difference between the two concepts.
- ♣ Show learners some works developed from observation and imagination.

Lesson development (24 minutes)

- Give learners some little time to read from the learner's book and grasp the concept of observation and imagination.
- Let learners share the available and necessary materials for drawing and painting. You may select leaders to distribute materials as you supervise them.
- Guide learners as they do activity 11, on page 24 in the learner's book.

Assessment (8 minutes)

- ⇒ Organise a place and facilities for learners to display their works
- ⇒ Let learners display their work and discuss it regarding the two concepts of observation and imagination.

End of Unit assessment; learner's book page 26

Guide learners to do the end of Unit one assessment in the learner's book.

1. Learners can explain any five elements from, space, line, shape, tones, texture, and colour, form.
2. Learners should explain the principle of balance and perspective. They should try to give examples in their explanation in order to reveal their understanding.
3. Learners draw a landscape and show the foreground, middle ground and background.
4. Learners differentiate between drawing from observation and drawing from imagination. Drawing from observation is when one draws objects as he/she looks at them. Yet drawing from imagination is when one draws objects from his or her mind without directly looking at them.
5. The composition drawn should show an action of digging. Encourage learners to be simple as they make their compositions.

Unit

2

Motifs, pattern and design process

Key Unit Competence

The learner,

Creates various motif patterns and applies them on surfaces using different techniques.

Prerequisites of this Unit:

In this Unit you should expose learners to different ways of making design motifs. Guide them as they get to understand the various ways of applying patterns and colours on surfaces. Explain to the learners and let them understand how to use and care for different design materials and tools. Guide them as they create motif patterns on surfaces using various techniques. They should also be able to respect and care for the different materials and tools.

Cross-cutting issues to be addressed

As you progress with this Unit, the following issues should be addressed:

- Environment and sustainability; As learners get inspired from nature, they should learn to work in a clean environment. Therefore it is their duty to tidy up their area of work.
- Financial education; Inspire learners to be mindful about all materials they use and the costs involved. They should not be wasteful.
- Inclusive education; Help physically disabled learners to cope with the rest of the class. Give them special attention when required to do so.

(Refer to the Upper primary level creative Arts syllabus. Kigali 2015, page 33)

Generic competences

The following generic competences will be addressed in this unit:

- Creativity and innovation.
- Critical and problem solving.
- Communication in official language.
- Cooperation, interpersonal management and life skills.

Vocabulary or keywords or concepts

The keywords or concepts in this unit include; design process, motif, pattern, impression, full-drop, half-drop and continuous pattern.

Guidance on the problem statement

Art is a cultural subject which is greatly used to reflect on people's ways of life. In design works, art plays a big role to appease the viewer's eyes. This happens when decorations

are made following various techniques such as in printing patterns. (Activity 1 in the learner's book, page 30)

Attention to special educational needs

Learners working speed greatly varies. Therefore, in case of learners with special needs, working in groups would help catch up with the allocated time. Also in some instances, such learners may be allowed to continue with their activities after classes.

List of lessons

There are two lessons in this unit. These include;

1. How to develop a motif.
2. How to make motif patterns.

This Unit consists of two lessons, each of which is to be covered in a period of 40 minutes.

Suggested ways of teaching this Unit

Lesson 1: How to develop a motif

Suggested number of periods: 1 (40 minutes)

Learning objectives:

The learner;

- ④ Identifies a motif from a given pattern from the surroundings.
- ④ Explains how to develop a motif.
- ④ Develop a motif for a given pattern.

Teaching aids

Look for these materials for learners;

- Pencils
- Papers
- Rubbers
- Cutters

- Clothes or any other items with patterns
- Printing ink
- Any other materials you find applicable

Teaching methods

The following methods could be used;

- Brainstorming
- Discussion
- Group work
- Guided discovery
- Experimentation

Procedure:

Introduction (8 minutes)

- ♣ Introduce learners to the design process by letting them carefully observe different objects or clothes with patterns.
- ♣ Help learners identify the motifs in these patterns, then discuss how you were able to identify these motifs.
- ♣ Let learners form pairs and let them observe Figure 2.1 on page 30 in the learner's book.
- ♣ Guide them as they do Activity 1 in the learner's book. There should be a close relationship between the motif drawn and the pattern shown in the Figure 2.1.

Lesson development (26 minutes)

- Give learners some minutes to read the text and study the motifs on page 31 of the learner's book.
- Let learners identify the sources of the patterns in Activity 2 on page 31 in the learner's book. Guide learners as they identify the key shapes that act as the clue to identification of the motif sources. Also guide them as they develop a motif of their own.

- Take learners through the steps for developing a motif. They should be aware that it is important to follow a design process for motif development.
- Guide learners as they do Activity 3 on page 33 in the learner's book. Motifs can be developed in groups.

Assessment (6 minutes)

- ⇒ Organise a place and facilities for learners to display their works.
- ⇒ Let learners display and discuss their motifs regarding the principles of rhythm and balance.

Lesson 2: How to make motif patterns

Suggested number of periods: 1 (40 minutes)

Learning objectives:

The learner;

- ④ Explains the different ways of developing a motif pattern.
- ④ Prints motif patterns following half-drop.
- ④ Prints motif patterns following full-drop.
- ④ Prints motif patterns following a continuous print pattern.

Teaching aids

Look for these materials for learners;

- Pencils
- Papers
- Cutters
- Rulers
- Stencils
- Sponge
- Printing ink
- Different objects with designs made by different printing techniques
- Any other materials you find applicable

Teaching methods

The following methods could be used:

- Brainstorming
- Discussion
- Guided discovery
- Experimentation

Procedure:

Introduction (5 minutes)

- ♣ Introduce learners to the process of printing motif patterns. Show them some examples from your collected designs.
- ♣ Let learners read the text about making motif patterns from the learner's book.
- ♣ Introduce learners to the three possible ways i.e., half-drop, full-drop and continuous pattern.

Lesson development (30 minutes)

- Guide learners as they read about the half-drop technique of pattern making. Let them understand that the rectangular shapes in Figure 2.7, 2.8 and 2.9 represent motifs with a simple pattern.
- Guide learners as they form small groups. This should largely depend on the class size and the available materials.
- Distribute the required materials.
- Let learners do Activity 4 on page 35 in the learner's book. Guide learners on how to take the necessary measurement of their motifs in order to be consistent when printing half-drop.
- Let learners read about the full-drop motif patterns in the learner's book.
- Introduce learners to Activity 5 on page 36 in the learner's book and guide them as they print while following the full-drop motif pattern.

- Introduce learners to Activity 6 on page 37 as they try out the continuous pattern.

Assessment (5 minutes)

- ⇒ Let learners clean their work place as they prepare for discussions.
- ⇒ Organise a place and facilities for learners to display their works.
- ⇒ Let learners display their work and discuss it regarding the different ways of developing a motif.

End of Unit assessment; learner's book page 38

Guide learners to do the end of Unit two assessment in the learner's book.

1. The design process refers to the stages involved in the process of developing a particular work of art from idea development to the making of a series of sketches for a given design.
2. Motifs are often developed from the natural and artificial environment.
3. A learners should explain the half-drop and full-drop techniques using illustrations.
4. The motif developed should be simple and easy to cut and print, following rhythm and balance. Encourage learners to avoid congesting their motifs.



Unit

3

Letter styles, illustrations and design technology

Key Unit Competence

The learner,

Designs calligraphic texts and graphic images using various techniques.

Prerequisites of this Unit:

In this Unit you should help learners to understand the basic elements of graphic arts. Also help them understand the design process for different graphic artworks both by hand and by computer. Guide learners as they design a poster and appreciate the value of visual communication in society.

Cross-cutting issues to be addressed

As you progress with this Unit, the following issues should be addressed:

- Environment and sustainability; Quite often, learners tend to be careless with materials and colour when they use hands to design posters. Encourage them to work from a clean environment. This applies to a situation when they use hands to design posters. They should not paint walls with colour.

- Financial education; Enlighten learners that they can earn from being a graphic artist.
- Inclusive education; All learners should be given equal chance to design posters.

(Refer to the Upper primary level creative Arts syllabus. Kigali 2015, page 34)

Generic competences

The following generic competences will be addressed in this unit:

- Creativity and innovation.
- Communication in official language.
- Cooperation, interpersonal management and life skills.

Vocabulary or keywords or concepts

The keywords and vocabularies for this unit include; desktop, font, font type, illustration, format, lay out, Ms Word, tab, task bar and tool bar.

Guidance on the problem statement

Fine art and Crafts is a subject with aspects which deal with visual communication. The basic function of design works is to communicate ideas to the viewers. Learners should always be encouraged to use their creative powers to communicate messages whenever they are making designs. Guide learners to do Activity 1 on page 42 in the learner's book.

Attention to special educational needs

Learners with special needs should always be given extra time to complete their tasks. In case of lack of computers, such learners can be encouraged to use free hand designs.

List of lessons

This unit consists of two lessons, namely:

1. Aspects, elements and principles for making graphic works.
2. Designing a poster with MS-word.

Lesson one is covered in a single lesson of 40 minutes and the second lesson covered in a double period of 80 minutes.

■ Suggested ways of teaching this Unit

Lesson 1: Aspects, elements and principles for making graphic works

Suggested number of periods: 1 (40 minutes)

■ Learning objectives:

The learner;

- Identifies the aspects of design in a work of art.
- Mentions some of the aspects for making a graphic design.
- Selects particular letter designs from a computer.

Teaching aids

Look for these materials for learners;

- Old posters
- Computer
- Printing ink
- Any other materials you find applicable

Teaching methods

The following methods can be used:

- Brainstorming
- Discussion
- Group work
- Guided discovery
- Experimentation

Procedure:

Introduction (5 minutes)

- ♣ Guide learners as they read the introduction of the Unit.
- ♣ Let learners form pairs and do Activity 1 on page 42 in the learner's book, as they identify the message, illustration and colours used in the poster.
- ♣ Inform learners that a computer is such a tool that can be used in making graphic design.

Lesson development (30 minutes)

- Let learners read about the aspects for making graphic works in the learner's book. Guide them as they form small groups.
- Guide the learner's discussion as they do Activity 2 on page 43 in the learner's book. Help learners to identify the message in the different posters.
- Guide learners as they discover the importance of illustrations in a graphic design. Take them through Activity 3 on page 44 in the learner's book.
- Learners should differentiate between a portrait lay out and a landscape lay out of a poster. You can show learners different poster designs in order to identify the difference.
- Introduce learners to the different lettering styles that can be accessed on a computer. In groups give learners guidance as they do Activity 5 on page 47 in the learner's book. Introduce learners to the elements and principles followed in designing as well as the different computer software used in designing.

- Guide learners as they discover how to use MS-Word on the computer. Let learners do Activity 6 on page 51 in the learner's book as they practice with Word Art

Assessment (5 minutes)

- ⇒ Give learners chance to ask as many questions as possible as they get familiar to using a computer as a tool for designing art works.

Lesson 2: Designing a poster with MS-Word

Suggested number of periods: 2 (80 minutes)

Learning objectives:

The learner;

- ④ Identifies the software programmes used on a computer for graphic designing.
- ④ Chooses an appropriate illustration for a given poster.
- ④ Designs a poster using MS Word.

Teaching aids

Look for these materials for learners;

- Old posters
- Printer
- Rulers
- Poster colours/coloured pencils
- Any other materials you find applicable
- Computer
- Pencils
- Rubbers

Teaching methods

The following methods can be used:

- Brainstorming
- Group work
- Experimentation
- Discussion
- Guided discovery

Procedure:

Introduction (10 minutes)

- ♣ Brainstorm with learners the different posters they have ever seen before.
- ♣ Show learners different images of posters and let them discuss their meaning.
- ♣ Guide learners as they identify the major components of a poster.
- ♣ Let learners get familiar with a computer hardware mouse, CPU, monitor and printer.

Lesson development (60 minutes)

- Organise learners in groups according to the computers available and the class size. Where you have a provision to display on a large screen, let learners be comfortably seated.
- Carefully take learners through the eight steps for designing a poster using MS Word. Guide them as they work out Activity 7 on page 58 in the learner's book.
- Guide learners on how to save a file on the computer and how to print out a document on a printer.
- Guide learners as they design a poster using other hand techniques.

Assessment (10 minutes)

- ⇒ Guide learners as they save their posters.
- ⇒ Where possible, let learners print out their documents.

End of Unit assessment; learner's book page 60

Guide learners to do the end of Unit three assessment in the learner's book.

1. The aspects for making graphic arts include; message, illustration, layout, letter style and choice, and neatness. The learner can mention any four.
2. An illustration helps to add more meaning to the design work. A learner draws an illustration for the poster "Education is good" Guide learners on how to draw an illustration that brings out the message.
3. Learners should choose a technique of their choice to design a poster for their school. This can be by use of a computer or hand methods according to the materials available. The process for designing a poster using MS Word includes the following:
 - Opening the computer.
 - Opening the word programme from the task bar.
 - Creating a text box.
 - Typing the required text.
 - Highlighting the text and choosing a particular letter style.
 - Adjusting the spacing to achieve balance.
 - Inserting the required illustration.
 - Designing the border line.
 - Saving and printing the poster.



Unit

4

Clay and methods of building clay figures

Key Unit Competence

The learner,

Creates clay articles and decorates them using different techniques.

Prerequisites of this Unit:

In this Unit you should guide learners as they learn about the different methods of preparing clay. Let learners recall what was studied in Primary Four and Five about clay preparation. Learners get to understand the additive method of forming clay articles. You should also guide learners on how to decorate clay articles as a means of creating a finish on a given clay surface. As they conclude, teach them how to protect materials, tools and clay figures.

Cross-cutting issues to be addressed

As you progress with this Unit, the following issues should be addressed:

- Standardisation culture; Learners will make quality clay articles that suit the purpose by which they are made.

- Environment and sustainability; Since clay is excavated from swamps, there is a tendency for individuals to leave ditches in swamps unattended and these may pose a threat to human life. Therefore learners should be made aware of such dangers and how to respect the areas where clay is being excavated.
- Financial education; Enlighten learners about the financial advantages of sculpture and pottery in the world today.
- Inclusive education; All learners should be given equal chance to learn irrespective of their physical disabilities.

(Refer to the Upper primary level creative Arts syllabus. Kigali 2015, page 35)

Generic competences

This unit will address the following generic competences;

- Creativity and innovation.
- Lifelong learning.
- Cooperation, interpersonal management and life skills.

Vocabulary or keywords or concepts

The keywords and vocabulary in this unit include; additive method, plastic, sculpture, slip and wedging.

Guidance on the problem statement

For long, clay as a material has been used for various purposes. In Fine Art and Crafts, clay is a basic material which can be used by learners to create impressive artworks. Page 64 in learner's book, Activity 1.

Attention to special educational needs

For the case of learners with special needs, they should be encouraged to work in groups or given more time to complete their artworks.

List of lessons

This unit consists of two lessons, namely;

1. Preparation of clay.
2. Molding and decorating clay articles.

Lesson one should be covered in 40 minutes and the second one should be covered in a double period of 80 minutes.

Suggested ways of teaching this Unit

Lesson 1: Preparation of clay

Suggested number of periods: 1 (40 minutes)

Learning objectives:

The learner;

- Identifies sources of clay from the region.
- Explains how to prepare clay.
- Prepares clay.

Teaching aids

Look for these materials for learners;

- Hoe
- Water
- Bucket with cover
- Any other materials you find applicable
- Clay
- Sieve
- Polythene material

Teaching methods

The following methods can be used:

- Discussion
- Experimentation
- Group work

Procedure:

Introduction (6 minutes)

- ♣ Introduce learners to different objects made out of clay. Let learners observe objects in Figure 4.1 on page 64 in the learner's book.
- ♣ Guide learners through Activity 1 on page 64. Help learners identify the clay objects from the surroundings; these may include fired and glazed articles.

Lesson development (28 minutes)

- Give learners some minutes to read the text and study the different steps for preparing clay.
- Due to the limited time available, you can dig clay from the swamp much earlier before the lesson.
- Guide learners and help them understand the different terminologies used during clay preparation.
- Divide learners in groups and let them prepare clay by working out Activity 2, on page 67 in the learner's book. Make sure the clay does not stick on fingers.

Assessment (6 minutes)

- ⇒ Guide learners as they keep the prepared clay in buckets and/or polythene bags.
- ⇒ Let learners clean their work place.

Lesson 2: Molding, decorating and finishing clay articles

Suggested number of periods: 2 (80 minutes)

Learning objectives:

The learner;

- Uses clay to mold a human figure using an additive method.
- Decorates the surface of the clay figure in order to depict the natural appearance of a human being.

Teaching aids

Look for these materials for learners;

- Already prepared clay
- Pencils
- Papers
- Polythene materials
- Sculptures and pottery articles
- Any other materials you find applicable

Teaching methods

The following methods can be used:

- Discussion
- Guided discovery
- Experimentation

Procedure:

Introduction (12 minutes)

- Guide learners as they read the text on page 68 including step one where they prepare the working area and the Teaching aids.

- ♣ Help learners understand and differentiate between pottery and sculpture. You can show them live examples of products in sculpture and pottery.
- ♣ Guide learners as they go through step 2 on page 68 in the learner's book. Let learners draw sketches of the human figure in order to show the main features of what they are going to mold.

Lesson development (60 minutes)

- Divide learners in small groups and supply them with clay and any other materials necessary.
- Guide learners through Activity 3 on page 73 in the learners' book. Let learners follow steps 3 to 11 as they use the additive method to mold a human figure in clay. Guide learners as they make the joints firm.
- Let learners put the details and decorate their articles according to their interests.
- Let learners display their articles as you discuss their skills in using clay to create articles.

Assessment (8 minutes)

- ⇒ Let learners clean their work place as they prepare for discussions.
- ⇒ Organise a place and facilities for learners to display their works.
- ⇒ Let learners display their work and discuss it regarding the proper use of clay to make articles.
- ⇒ You should inform learners that clay is a material that can be reused, but when it gets fired, it becomes permanent.

End of Unit assessment; learner's book page 75

Guide learners to do the end of Unit four assessment in the learner's book.

1. Learners explain the particular way of preparing clay.
This includes;
 - ④ Digging out clay from a swamp.
 - ④ Sorting out impurities.
 - ④ Drying and crushing (a step which can be skipped due to time constraints).
 - ④ Wedging and sieving the clay.
 - ④ Kneading clay.
 - ④ Keeping it in a bucket with a cover or polythene materials.
2. Materials and tools have to be protected in order to avoid wastages and to use them another time they are needed.
3. A learner uses clay to mold a simple shape of a human figure.
4. A learner decorates his/her article according to his/her preference.



Unit

5

Recycling different wasted articles into craftworks

Key Unit Competence

The learner,

Makes collage using various methods by transforming different articles, materials and tools.

Prerequisites of this Unit:

In this Unit you should help learners identify and select the possible articles and materials from the surrounding for making collage articles. Through discussions and observation, help learners describe the process of assembling different articles to create collage. By so doing, learners create collage art works using various materials. Besides, learners should be guided on how to respect and protect materials and tools as they appreciate opinions of others without regard to gender and other inclination.

Cross-cutting issues to be addressed

As you progress with this Unit, the following issues should be addressed:

- ◆ Standardisation culture; Collage helps learners utilise articles which would be harmful to people's lives into useful artworks.

- Environment and sustainability; There are several articles that would be dangerous to the environment that are gotten rid of from the environment and made good use of through collage.
- Inclusive education; All learners should be given equal chance to learn irrespective of their physical disabilities.

(Refer to the Upper primary level creative Arts syllabus. Kigali 2015, page 36)

Generic competences

The following generic competences will be addressed in this unit, namely;

- Critical and problem solving skills.
- Creativity and innovation.
- Research.
- Cooperation, interpersonal management and life skills.

Vocabulary or keywords or concepts

The vocabulary and keywords in this unit include; article, colouring, collage, finishing and pasting.

Guidance on the problem statement

There are many articles ignored in the surroundings. Fine art and Crafts makes use of such wasted articles to create impressive artworks. It is in Activity 1, page 78 in the learner's book.

Attention to special educational needs

Learners with special needs should be given extra time to complete their work. Also, such learners can be grouped with those with special skills in the same class.

List of lessons

This unit consists of two lessons, namely;

1. Collection and preparation of materials for collage.
2. Imitating a collage.

Lesson one should be covered in one period of 40 minutes and lesson two covered within two periods of 40 minutes each.

■ Suggested ways of teaching this Unit

Lesson 1: Collection and preparation of materials for collage

Suggested number of periods: 1 (40 minutes)

■ Learning objectives:

The learner;

- ④ Identifies articles made using the collage technique.
- ④ Identifies and collects the possible materials for collage.
- ④ Prepares materials for collage.
- ④ Describes the methods used for collage.

Teaching aids

Look for these materials for learners;

- Pair of scissors
- Cutters
- Assorted materials
- Colours
- Brushes
- Different collage articles
- Any other materials you find applicable

Teaching methods

The following methods could be used:

- Brainstorming
- Discussion
- Guided discovery
- Experimentation

Procedure:

Introduction (5 minutes)

- ♣ Introduce learners to different collage craftworks.
- ♣ Let learners identify the different materials used to make these craftworks.
- ♣ Guide learners as they discover some of the materials from their surroundings used for collage.
- ♣ Learners move out of class and collect some of the materials to be used for collage as they do Activity 1 on page 78 in the learner's book.

Lesson development (30 minutes)

- Guide learners on how to prepare the different materials for collage by moving out of class and visit their surroundings.
- Let learners identify the different materials which need painting and trimming. Guide them as they carry out the painting and trimming.
- Let learners do activity 2 on page 78 in the learner's book.
- Discuss with learners the possible ways of making glue, such as plant sap and cassava or millet flour. Guide learners as they prepare glue for making collage and keep it in containers with lids as part of materials preparation.
- Discuss with learners the possible methods used in collage.

Assessment (5 minutes)

- ⇒ Let learners clean up the work place.
- ⇒ Guide them as they keep materials in a safe place.

Lesson 2: Imitating a collage

Suggested number of periods: 2 (80 minutes)

Learning objectives:

The learner;

- ④ Explains the different methods used to make collage.
- ④ Assembles different materials to imitate a collage article for another artist.

Teaching aids

Look for these materials for learners;

- Pair of scissors
- Cutters
- Assorted materials
- Colours
- Brushes
- Any other materials you find applicable

Teaching methods

The following methods could be used:

- Brainstorming
- Discussion
- Group work
- Guided discovery
- Experimentation

Procedure:

Introduction (10 minutes)

- ♣ Guide learners as they prepare the work place.
- ♣ Discuss the different methods of arranging materials on a collage craftworks.

Lesson development (60 minutes)

- Divide learners into groups according to the class size and the available materials.
- Give learners the necessary tools for making collage.
- Let learners observe the different collages from other artists and sketch on paper for their collage articles. Learners should try to copy the likeness of the collages.
- Guide learners as they assemble and glue the different materials to form compositions on their collage articles. Let learners choose the right colours and texture as they make their articles according to the original artworks in the book, or those works brought by the teacher.

Assessment (10 minutes)

- ⇒ Learners clean up the work place.
- ⇒ Guide learners as they display their craftworks and discuss them regarding the compositions made, choice of colours and texture.

End of Unit assessment; learner's book page 84

Guide learners to do the end of Unit Five assessment in the learner's book.

1. Let learners identify and name five materials according to those available in their local environment.
2. Let learners describe the process of making collage from different wasted materials.
3. Guide learners as they make a craftwork of a bird using materials identified in number one above.

Unit

6

Embroidery motifs and patterns on fabrics and other surfaces

Key Unit Competence

The learner,

Creates different designs of embroidery on different textiles by manipulating various tools, and techniques.

Prerequisites of this Unit:

Guide learners as they identify the different materials and tools used in embroidery. Learners are given guidance as they create patterns using embroidery in following an organised process. As they make embroidery articles, learners get to appreciate the value of decoration in the society.

Cross-cutting issues to be addressed

As you progress with this Unit, the following issues should be addressed:

- Environment and sustainability; The environment provides a wide range of ideas for the learners to develop their motifs. Encourage learners to be creative as they use their environment to create motifs for embroidery.

- Inclusive education; All learners, individually or in groups, should be given equal opportunity to make embroidery patterns.

(Refer to the Upper primary level creative Arts syllabus. Kigali 2015, page 37)

Generic competences

The following generic competences will be emphasised in this unit;

- Critical thinking and problem-solving.
- Creativity and innovation.
- Cooperation, interpersonal management and life skills.

Vocabulary or keywords or concepts

The vocabulary and keywords for this unit include; embroidery, raveling and stitch.

Guidance on the problem statement

Embroidery embraces the use of stitches to create patterns on fabrics. The choice of the particular stitches to use largely depends on the creativity of the artist. In Activity 1 on page 88 learner's book.

Attention to special educational needs

Learners with special educational needs should be given more time to complete their work or grouped with other learners to cope up with the pace of learning.

List of lessons

There are two lessons for this unit, namely;

1. Stitches for embroidery.
2. How to make an embroidery design.

Lesson one will be done in 40 minutes and lesson two in periods of 40 minutes each.

■ Suggested ways of teaching this Unit

Lesson 1: Making stitches for embroidery

Suggested number of periods: 1 (40 minutes)

■ Learning objectives:

The learner;

- ④ Identifies materials for embroidery.
- ④ Stretches a cloth on an embroidery hoop.
- ④ Makes different stitches for embroidery.
- ④ Identifies objects where embroidery is used as a decoration technique.

Teaching aids

Look for these materials for learners;

- Threads
- Pair of scissors
- Cloth
- Embroidery hoops
- Pencils
- Articles with different embroidery designs
- Any other materials you find applicable.

Teaching methods

The following methods could be used:

- Brainstorming
- Discussion
- Group work

- Guided discovery
- Experimentation

Procedure:

Introduction (5 minutes)

- ♣ Introduce learners to embroidery by showing them different articles with embroidery designs.
- ♣ Let learners observe the characteristics of the embroidery patterns. Guide learners as they do activity 1 on page 88, in the learner's book.
- ♣ Show learners the different materials used for embroidery.

Lesson development (30 minutes)

- Show learners and let them practice with how to thread a needle and how to stretch a cloth on an embroidery hoop. Caution learners to be careful when they are working with sharp instruments.
- Group learners according to the materials available and class size.
- Introduce learners to the different stitches used in embroidery. Guide them as they work out activity 2 on page 90, in the learner's book.
- Take learners further to activities 3 and 4 in the learner's book as they practice with the different stitches.

Assessment (5 minutes)

- ⇒ Let learners tidy up the work place as they remove all the used pieces.
- ⇒ Learners display and discuss their stitches in groups. The discussion should be based on the consistency and neatness of the stitches.

Lesson 2: Making an embroidery design

Suggested number of periods: 2 (80 minutes)

Learning objectives:

The learner;

- ④ Sketches patterns for embroidery.
- ④ Threads a needle.
- ④ Makes embroidery patterns in different colours.

Teaching aids

Look for these materials for learners;

- Threads in different colours
- Needles
- Pair of scissors
- Cloth
- Embroidery hoops
- Pencils
- Paper
- Carbon paper
- Tracing paper
- Any other materials you find applicable.

Teaching methods

The following methods could be used:

- Brainstorming
- Discussion
- Group work
- Guided discovery
- Experimentation

Procedure:

Introduction (10 minutes)

- ♣ Discuss with learners the embroidery patterns on different articles. Let learners discover that the different colours in patterns is due to the use of different colours in the stitches.

- ♣ Show learners the differences in appearance of the embroidery patterns due to the different stitches used.

Lesson development (60 minutes)

- Divide learners into groups according to the class size and the available materials.
- Guide learners as they thread the needles and stretch the cloth on the embroidery hoops.
- Introduce learners to the steps taken to make an embroidery design. Let them begin by making simple sketches inspired from objects in their surroundings.
- Give learners guidance in their groups as they work out activity 5 on page 98 in the learner's book.

Assessment (10 minutes)

- ⇒ Let learners finish their work by cutting off excess threads with a pair of scissors. Let learners tidy up the work place as they remove all used pieces.
- ⇒ Learners display and discuss their embroidery patterns in groups. The discussion should be based on the consistency and neatness of the patterns.

End of Unit assessment; learner's book page 99

Guide learners to do the end of Unit six assessment in the learner's book.

1. Learners explain and illustrate three different embroidery stitches, e.g. buttonhole stitch, cross stitch, satin stitch and loop stitch. Guide learners on how to make simple sketches for the different stitches.
2. Embroidery patterns can be used on different articles such as; pillow cases, shirts, dresses, table clothes, seat covers and chair backs.
3. A loop stitch is one in which a thread is passed before the needle as loops are made. Yet a button hole stitch is one which is used to stop a cloth from raveling.
4. A learner designs an embroidery pattern using different colours of threads. The pattern should be simple.

Section 5: Extension work for brighter learners

In Fine Art and Crafts, some learners may be more creative or faster in doing a particular activity than others. For such learners, you may give them more challenging activities compared to the rest of the class. This should be done in the following ways:

➤ **Drawing and painting still life and nature**

Brilliant learners can be given more complex composition of objects for study according to the available space. Or let such learners use more challenging media such as pen and ink in drawing.

➤ **Motifs, pattern and design process**

Task brilliant learners with motifs containing more complex patterns in terms of shapes and lines. Creativity can be observed in the variety of colours used and the nature of the visual texture created.

➤ **Letter styles, illustrations and colour**

Quite often, learners have a wide range of ideas to create artworks. Gifted learners can be judged from the way they create new ideas. Such learners should be given more words to write in a calligraphy and the work assessed in terms of neatness.

➤ **Clay and methods of building clay figures**

Brilliant learners should be tasked to create well balanced forms. They could be also assessed in the way they fix different parts together to form their pieces.

➤ **Transforming different wasted articles into craftworks**

Brilliant learners can pick more expressive colours and texture as they form their compositions. Such learner's could be judged according to the time they take to complete their tasks.

🕒 **Fabrics, motifs and patterns**

Gifted learners can make neat stitches. Therefore, such learners should be judged by the appearance of their embroidery patterns and the time they take to accomplish their tasks.

Section 6: Remedial work

Time takers can be judged according to the time they take to accomplish a given task and their creativity in making the particular artworks. Such learners can do all the given activities in the different units but at a slow pace as they acquire and perfect the particular skills.

Section 7: Extension knowledge and ideas for teachers

Basic elements of art in general

These include elements and principles of art. The elements include:

1. *Line* – the path made by a sharp instrument when its point of contact is made to move on a given surface.
2. *Shape* – An area with well-defined boundaries.
3. *Tone* – The lightness or darkness of an object due to the light effect.
4. *Form* – The roundness of a given object.
5. *Texture* – The surface quality of a given object or simply the roughness or smoothness of a given surface of an object.
6. *Colour* – The sensation caused in a viewer's eyes as he/she observes a particular object. The colour of an object depends on how it absorbs and/or reflects light.

7. *Space* - The empty place or surface within or around a given work of art.

The principles of art include the following:

1. *Balance* – This is achieved when the artist creates a state of equilibrium with visual weight in his artwork.
2. *Contrast* – Is what creates excitement and interest in an artwork when it is being viewed.
3. *Proportions* – The size, amount and location of something compared to another.
4. *Rhythm* – This can be achieved by repetition of the elements of art (such as line, form, texture and colour) and creation of patterns.
5. *Unity* – This is achieved when everything in a given art work seems to be working together.
6. *Pattern* – Is a principle of art in which an artist repeats colour, shape or a line over and over again to create an impressive work of art.
7. *Emphasis* – Refers to developing points of interest in a given work to pull the viewer’s attention to those particular parts in a work of art.
8. *Variety* – The use of differences in a work of art in terms of shapes, textures, colour, lines, etc.

Materials and tools

Materials and tools play a vital role in making art and craft. They can make one excel or completely fail a given task. Therefore, before you introduce any materials to a learner, try them out on your own first, so that you are sure of its characteristics (possibilities and limitations).

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