



ESSENTIAL Creative Arts Kindergarten 1

Teacher's Guide



Adwoa Nkrumah



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CONTENTS

Introduction v

Term One

Strand 1: All About Me 1

Unit 1: Identifying tools and materials 2

Unit 2: Making 2 and 3-dimensional artwork 10

Strand 2: My Family 17

Unit 3: Making and talking about artwork 18

Term Two

Strand 3: Values and Beliefs 23

Unit 4: Art forms in the environment 24

Strand 4: My local community 33

Unit 5: Creating and organizing art form 34

Strand 5: My nation Ghana 45

Unit 6: Identifying tools and materials 46

CONTENTS

Term Three

Strand 6: All around us	51
Unit 7: Making judgement about artworks	52
Unit 8: Elements of design	61
Unit 9: Making judgements about artworks (2)	69
Unit 10: Art in the immediate environment	74
Strand 7: My global community	83
Unit 11: Art in the natural and man-made environment (2)	84
Glossary	86

Introduction

RATIONALE

The rationale for the Kindergarten Curriculum is to provide through play and use of creative learning and teaching approaches a positive learning experiences to learners at this level so that they are ready for school. The first eight years in a child's life are the formative and the most critical years and require that the learning to which they are exposed are appropriate in enhancing their curiosity, creativity and critical thinking. The kind of physical and psychological environments that are created, the interactions and the experiences adults have with learners influence and have lasting effects on them. At this stage the child requires basic needs like nutrition, warmth, health, security, interaction and stimulation for social, emotional psychological, physical and cognitive development. It is during this stage that the child establishes learning patterns, attitudes, personality and a sense of being. Learners generally learn by practice and this is done naturally and best through play. They are very active, curious, and explorative and enjoy listening to stories. This natural tendency should be the basis for designing teaching and learning programmes for young learners.

Since learners learn better in a positive learning environment, where they feel emotionally and physically safe to enjoy learning, play-based learning this curriculum has at its heart this practices essential for motivating learners to attend, stay in school and perform better socially and academically. An integrated, inquiry and discovery approach to teaching and learning will foster caring, supportive and committed relationships

between teachers and learners, as well as between learners and their peers. Teachers become more confident in their practice, feel trusted by learners, and can develop better classroom management and positive discipline practices. Play-based learning further helps to develop the inherent potential of learners and the critical thinking and imagination skills.

PHILOSOPHY

The Early Years learning curriculum is informed by three main philosophical ideas, namely the Brain research, Developmental theory and the Social Constructivism. Firstly, learner's brain; from birth to ages eight undergoes maximum development. During this developmental period, the young child's brain is extraordinarily active, developing very fast, and this is the optimal time for learning and development for life. Early years are critical and very important because the experiences a child encounters at that period have a decisive impact on the development of connections in the brain. During this critical and "sensitive period" of the early years, the child develops language and literacy skills, physical, psycho motor, cognitive, emotional control and interpersonal social skills. It is important for every growing child to be exposed to learning experiences that are positive, appropriate and holistic instead of fragmented and compartmentalised.

LEARNING PHILOSOPHY

Developmental theories affirm that learners go through distinct and unique stages in their development as they move through their early years. Every child is very unique and develop at their own pace.

In language and cognitive skills development, learners go through different stages that are unique. This curriculum identifies the individual differences and variability in a child's development and affirms that the differences would not be seen as deficit or weaknesses, but rather rich and appropriate developmental experiences to help them bridge home and school experiences. This curriculum ensures that classroom experiences are made rich and activities are developmentally appropriate to cater for the different and unique stages.

Further, the current curriculum relies on social constructivist philosophical notions which emphasise that learners learn better when they are actively involved in their own learning: Learning is a social and interactive process. Learners learn better when they interact and share ideas with adults and other knowledgeable peers around them. The typical characteristics of the learners at the early years is that they are active, explorers, builders, also extremely curious and thus learn best when they are involved actively in their own learning process. For such learners, learning and play are inextricably linked and as learners play and interact with their friends, they learn better.

Finally, to promote high quality learning, that is functional, meaningful, and authentic, the growing child needs a safe, warm, nurturing, and welcoming Physical, social, emotional and psychological environment. This is vital because research affirms that the type of environment created for the child is key to their successful development and a brighter future.

LEARNING OUTCOMES

Learning outcomes are grade specific. They describe, in observable and measurable terms, what learners must be able to demonstrate, with respect to each of the content standards, to meet grade level expectations.

The learning outcomes for each content standard become progressively more complex as learners move up the grade levels. This is done to ensure that learners become increasingly more proficient in their understandings and their use of these understandings as they move through the grade levels.

It should be noted that learning outcomes define what students should understand and be able to do. They do not define teaching methods. Teachers are free to select the instructional strategies they feel are most appropriate for ensuring that learners can meet the learning outcomes.

It should be noted that in early primary, learner's learning is focused around a limited number of content standards. By p3, however, learners are expected to be developing understandings with respect to all five standards.

Order of learning outcomes within a content standard

The content standards themselves, and the learning outcomes for a given content standard, are not necessarily organized sequentially. For example, just because learning outcome A comes before learning outcome B does not mean that learning outcome A should be addressed before learning outcome B. Teachers might want to address learning outcome B before learning outcome A, or address the two learning outcomes at the same time.

The illustrative term and weekly schemes of work provided in this resource guide serve as examples of how teachers might organize learning for a given grade level.

ASSESSMENT TASKS

Assessment tasks are simple problems or task that district staff, head teachers or classroom teachers can use to measure whether learners have meet the standards described in the performance standards. Each task has a simple to interpret scale to allow teachers to determine whether a given learner is performing at, below or above expectations for their grade levels. Assessment tasks are included for the end of year performance standards.

CORE COMPETENCIES

Core competences describe a body of skills that teachers at all levels should seek to develop in their learners. The competences presented here describe a connected body of core skills that are acquired throughout the processes of teaching and learning. Core competences include the following:

Critical thinking and Problem solving (CP)

Developing in learners' cognitive and reasoning abilities to enable them to analyse and solve problems. Learners will be able to analyse and find solutions to problems using their own experiences. This will allow learners to embrace the problem and take responsibility for their own learning.

Creativity and Innovation (CI)

This competence will help learners to develop an entrepreneurial skill that requires imagination, (ingenuity of ideas, arts, technology and creativity. Learners will be able to think independently and create solutions to address problems.

Communication and Collaboration (CC)

Learners will be able to use languages, symbols and texts to exchange information about themselves and their experiences. Learners will actively participate in sharing ideas and engaging in dialogues. This will be able to boost their listening and speaking skills. They will also learn to listen, respect, value other people's views and be able to work together with peers.

Cultural identity and Global Citizenship (CG)

Develop learners to put country and service first by making them understand what it means to be active citizens. Inculcating in them a strong sense of environmental, social, and economic awareness, with emphasis on protecting the environment. Learners make use of the knowledge, skills, attitudes acquired to contribute effectively towards the socioeconomic development of the country and on the global stage. Build skills to critically analyse cultural trends, identify and contribute to the global world.

Personal Development and Leadership (PL)

Improving self-awareness, health, building self-esteem; identifying and developing talents, skills, of self and others. Also, fulfil dreams and aspirations. It involves recognising the importance of values such as honesty and empathy; seeking the well-being of others; distinguishing between right and wrong; fostering perseverance, resilience, and self-confidence; exploring leadership, self-regulation and responsibility, and developing love for lifelong learning.

Digital Literacy (DL)

Developing learners to discover, acquire and communicate through ICT to support their learning and make use of digital media responsibly.

SUGGESTED TIME ALLOCATION

On an average two to three hours per sitting, of depending on the age and level of learners, each period consisting of thirty minutes,

is allocated to the teaching relevant physical play-based activities with equal participation, co-ordination of each learner to develop their cognitive skills at the Preschool level.

Term One

1

Strand:

All About Me

Unit 1: Identifying tools and materials

WB:
pages
6-8

LESSON 1: Using simple tools

Content standard

K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.

Indicator

K1.1.1.1.6 Draw a beautiful picture of themselves and scribble freely underneath the picture paper.

Learning outcome: Learners will be able to handle simple tools and materials freely.

Essential for learning: Learners have been using pencils in writing.

New words: Tools, materials, paint.

Resources: erasers, pencils, crayons, painting brush, scissors, sharpener.

Core competencies:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Learners stand up and flip their fingers and sing any song or rhyme. E.g. "butterfly butterfly".

Main activities

Activity 1

- Put learners into groups of five.
- Give each group the different tools that you have.
- Let them identify their names. One picks it, and the others mention its name.

Activity 2

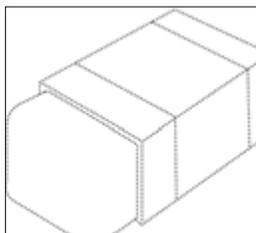
- Still, in their groups, learners identify the uses of each tool. E.g.
 1. Pencils are used for drawing and writing.
 2. Scissors are used for cutting things.
 3. Crayons are used for colouring object.
 4. A sharpener is used to sharpen pencils.
 5. Chalk is used to write on the board and on slates.



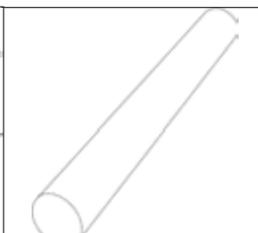
crayon



pencil



eraser



chalk

Activity 3

- Give a sheet of paper to learners.
- Ask learners to use the drawing tools they have to play, by scribbling anything they like on it.
- Make sure tools that work well on paper are used.

Review exercise

Learners work in pairs. One picks a tool and the other calls out its name and its uses. Let take change turns.

Assessment for learning

Refer learners to practices 1 and 2 on pages 6-8 of the workbook for exercises.

Answers to workbook

Practice 1

Learners to trace.

Practice 2

Learners to trace and colour.

LESSON 2: Parts of the body and its functions

Content standard

K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.

Indicator

K1.1.1.1.6 Draw a picture of themselves and scribble freely underneath the picture paper.

Learning outcome: Learners will be able to identify the parts of the body.

Essential for learning: Learners know that they have been walking with their legs.

New words: eyes, legs, hands, nose etc.

Resources: pictures of parts of the body, crayons, pencils.

Core competencies:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Have learners recite "I have two eyes."

Main activities

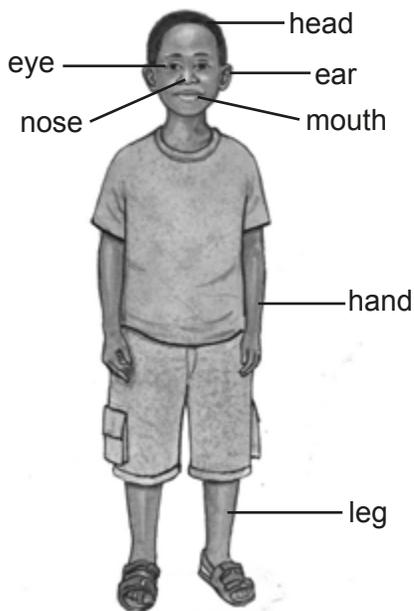
Activity 1

- Let learners make a big circle.

- They hold their hands and play: "When you touch my hand I will move my hands". One learner stands in the middle of the circle. When he/she touches the legs, everybody move the legs.

Activity 2

- Call a learner to the front of the class.
- Have learners mention the parts which are one and the parts which are two

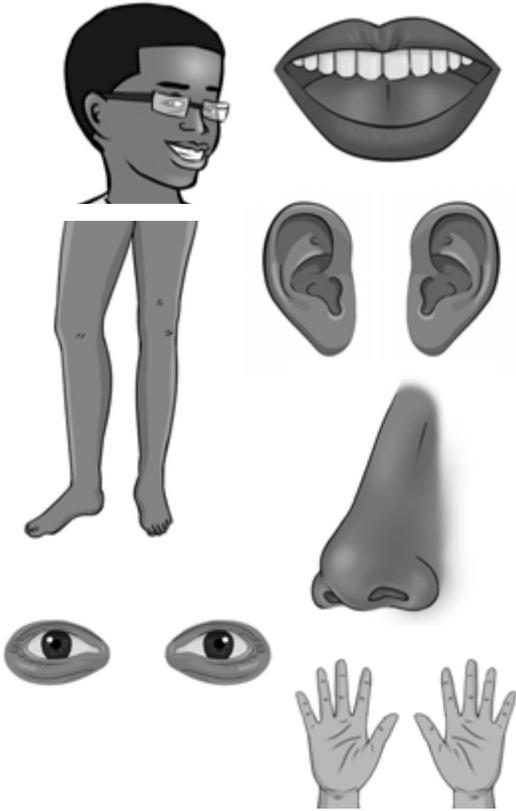


Activity 3

- Have learners work in pairs.
- Let them face each other and describe themselves. E.g. you have two legs, you too you have two arms.

Activity 4

- Have learners draw the parts of the body, as shown below.



- Let them draw a full human being by drawing the various parts at their appropriate position.

Review exercise

Have learners work in pairs. They talk of what the body parts can do.

1. What can the eyes do? The eyes can see.
2. What can the hands do? The hands can write.
3. What can the nose do? The nose can breathe.

Assessment for learning

Refer learners to practices 1 and 2 on pages 9-10 of the workbook for exercises.

Answers to workbook

Practice 1

Learners to colour the parts of the body.

Practice 2

Learners to colour the picture.

LESSON 3: Different kinds of food items

Content standard

K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.

Indicator

K1.1.1.1.6 Draw a beautiful picture of themselves and scribble freely underneath the picture paper.

Learning outcome: Learners will be able to identify the different types of food items.

Essential for learning: Learners have seen different kinds of food items, e.g. yam, maize, pawpaw, garden eggs, tomatoes.

New words: fruits – banana, orange, apple, pawpaw, food.

Resources: Pictures of different kinds of food items, brushes, crayons, pencils, yams, cocoyam, kontomire.

Core competencies:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Play a song and let learners dance to the music. When it stops, they have to be still like a statue.

Main activities

Activity 1

- Have learners tell you the food they like and the fruits they like best.
- Let them mention the different types of fruits they know (e.g. banana, orange, apple, watermelon).

Activity 2

- Let learners come out with the food items they like best e.g. yam, maize, pawpaw, garden eggs, tomatoes.

Activity 3

- Learners tell you the tools they can use to draw any of the fruits they like best (e.g. tools like pencils, erasers, crayons, paper, etc.).

Review exercise

- Have learners draw one fruit they like and use any of the tools identified earlier on to colour it.
- Display learners work for others to appreciate.

Assessment for learning

Refer learners to practices 1 and 2 on pages 11-12 of the workbook for exercises.

Answers to workbook

Practice 1

Learners to colour food items.

Practice 2

Learners to draw and colour the food they like best.

LESSON 4: Nature of creative art tools

Content standard

K1.1.1.1 Explore, understand and experiment creatively with variety of tools and materials.

Indicator

K1.1.1.1 Handle and play with simple tools and materials and freely with little guidance.

Learning outcome: Learners will be able to identify and explore the nature of creative arts tools. (soft, hard, sharp, blunt).

Essential for learning: Learners have been handling some creative art tools and materials.

New words: rough, soft, hard, blunt, sharp, safe, harmful.

Resources: different kinds of tools and their pictures, e.g. brushes, crayons, pencils.

Core competencies:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Have learners jump three times and clap three times.

Main activities

Activity 1

- Pick a tool and let learners mention its name and what it is used for?

- Do so for all the materials that you have on your table.

Activity 2

- Put learners into groups of five. Give out the materials to each group.
- They pick them one by one, touch, feel and examine them.
- They pass it on to the next learner.

Activity 3

- Let them group the tools according to soft, hard and sharp.
Soft tools – eraser, paper
Hard – sharpeners, chalk, crayons, scissors.
Sharp – scissors, knife.

Review exercise

Have learners work in pairs to answer these questions:

1. Mention two tools which are hard.
2. Mention two tools which are soft.
3. Mention two tools which are smooth.

Assessment for learning

Refer learners to practices 1 to 3 on pages 13-14 of the workbook for exercises.

Answers to workbook

Practice 1

Learners to tick pencil, scissors, eraser and slate.

Practice 2

Learners to tick eraser.

LESSON 5: Nature of creative art tools (2)

Content standard

K1.1.1.1 Explore, understand and experiment creatively with variety of tools and materials.

Indicator

K1.1.1.1.1 Handle and play with simple tools and materials and freely with little guidance.

Learning outcome: Learners will be able to identify tools which are smooth or rough.

Essential for learning: Learners can identify hard and soft tools.

New words: smooth, rough.

Resources: crayons, pencils, paper, erasers.

Core competencies:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Play any music and let learners dance to the music. When it stops, they have to be still like a statue.

Main activities

Activity 1

- Put learners into groups of six. Give each group different types of tools. (e.g. erasers, sharpeners, pencils, crayons etc.).

- Ask them to pick the tools one by one, (make sure every learner touches them and feel them).

Activity 2

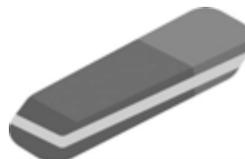
- Let learners group the tools according to those that are smooth and those that are rough. E.g.
Smooth: erasers, paper, chalk.
Rough: slate, sharpener.



sharpener



chalk



eraser



pencil

Activity 3

- Have learners work in pairs.
- One picks a tool and the other partners' shout (smooth or rough), e.g. "slate" and the other partner shout "rough."

Review exercise

Put learners into groups of four. They use one smooth tool to scribble anything they like. Display learners work for appreciation.

Assessment for learning

Refer learners to practices 1 to 3 on pages 15-18 of the workbook for exercises.

Home project

Refer learners to page 19 of the workbook. They are to draw themselves eating mango.

Answers to workbook

Practice 1

Learners to draw one sharp tool and one soft tool.

Practice 2

Learners to tick - 1, 2, 3, 4, 6 (smooth)
Rough (cross) - 5.

Practice 3

Learners to colour.

Unit 2: Making 2 and 3-dimensional artwork

WB:
pages
20-21

LESSON 1: 2D shapes (1)

Content standard

K1.2.1.1 Design, make, exhibit and respond to artworks (2 dimensional and 3 dimensional) freely.

Indicator

K1.2.1.1.1 Demonstrate creative knowledge in making two and three dimensional artworks, music, dance or drama.

Learning outcome: Learners will be able to design and do artworks with 2D shapes (1).

Essential for learning: Learners have been tracing around 3D shapes to get 2D shapes (1).

New words: triangle, rectangle, square, circle.

Resources: cut-out shapes of 2D shapes, crayon, pencils.

Core competencies:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Have learners sing and do actions: A circle is a shape. It has no corner, but it can roll and roll.

Main activities

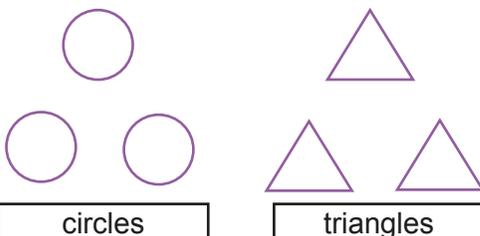
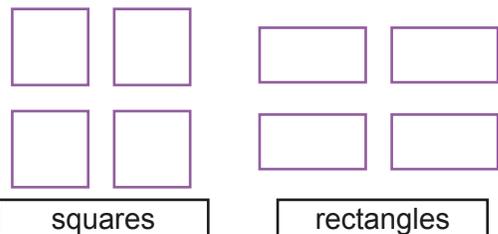
Activity 1

- Give out empty tins and boxes (box, milk tin, dice) to trace around to get 2D shapes.



Activity 2

- Assist learners to cut out the shapes they have drawn (circle, rectangle, square)? Add more to what they have.
- Let them group them according to shapes. Introduce the names of the shapes to learners.

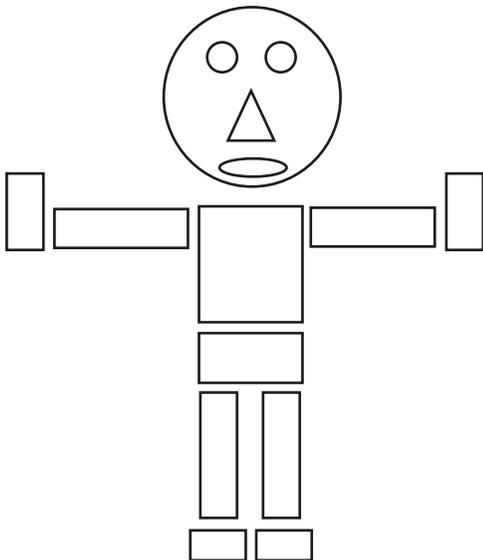


Activity 3

- Let them trace around the cut-out shapes.
- Colour them and write the names under each shape.

Activity 4

- Display a man-made of shapes on the board. Have learners identify the shapes used to make the man. (2D shapes, rectangle, triangle and circles).



Activity 5

- Have learners work in pairs.
- They use 2D shapes to create any artwork. Display their work for others to observe and appreciate.

Review exercise

Ask these questions:

How many 2D shapes do we have? (4)
Name them (rectangle, triangle, circle, square).

Assessment for learning

Refer learners to practices 1 and 2 on pages 20-21 of the workbook for exercises.

Answers to workbook

Practice 1

Learners to colour the circle, triangle, square and rectangle.

Practice 2

Learners to trace and colour the circle, triangle, square and rectangle.

LESSON 2: 2D shapes (2)

Content standard

K1.2.1.1 Design, make, exhibit and respond to artworks (2 dimensional and 3 dimensional) freely.

Indicator

K1.2.1.1.1 Demonstrate creative knowledge in making two and three dimensional artworks, music, dance or drama.

Learning outcome: Learners will be able to use 2D shapes to draw objects (e.g. car).

Essential for learning: Learners can draw 2D shapes.

New words: shape man, shape woman, rectangle, circle, triangle square.

Resources: cut-out shapes of 2D shapes, crayons, pencils.

Core competencies:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

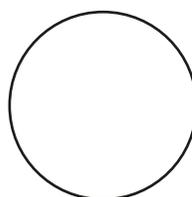
Warming up: Play: Name the shapes with learners. Pick a shape and learners call out the name.

Main activities

Activity 1

- Put learners into groups of five.
- Give them different colours of cut-out shapes of 2Ds.

- They should select a leader.
- The leader calls out the name of a shape, and everybody looks through the shapes on their table and picks one.
- The names of the shapes should be mention randomly.



circle



square



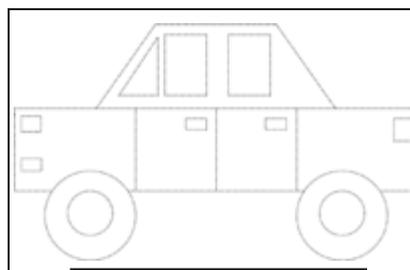
rectangle



triangle

Activity 2

- Ask learners to work in pairs.
- They should use the shapes they have to make a car or any object.



car made of shapes

Activity 3

- Refer learners to page 22 of the workbook.

- Let them count the number of circles, rectangles and squares used to make the shape man.

Review exercise

Give out the cut-out shapes to learners. They trace around to get at least two each of the 2D shapes.

Assessment for learning

Refer learners to practices 1 to 4 on pages 22-25 of the workbook for exercises.

Answers to workbook

Practice 1

Trace and colour man made from shapes.

Practice 2

Use 2D shapes to make a man.

Practice 3

Learners to trace and colour the car.

Practice 4

Learners to use 2D shapes to draw the car they like.

LESSON 3: Home and road accident

Content standard

K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).

Indicator

K1.1.6.1.7 Draw and colour three harmful objects that can cause accidents.

Learning outcome: Learners will be able to identify the harmful object.

Essential for learning: Learners have been playing with some dangerous objects. E.g. knives, scissors.

New words: harmful, dangerous, accidents.

Resources: knives, scissors, blade, crayons, pencils, etc.

Core competencies:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Play music and have learners move around their chairs. When the music stops, they all sit down. The last person to sit is out of the game.

Main activities

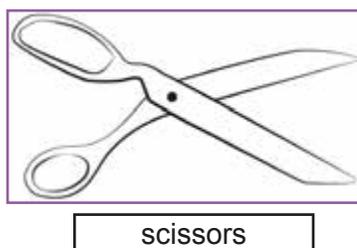
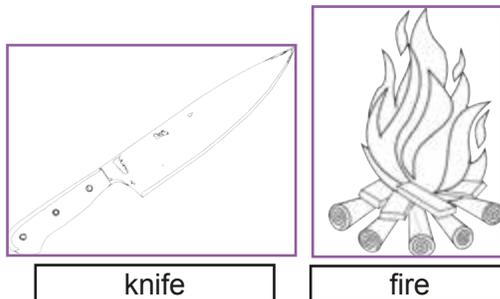
Activity 1

- Put learners into groups of six.

- Let them brainstorm to come out with what causes accidents at home and on their way to school. (e.g. slipping and breaking legs, fallen, lorry, motorbike, playing with sharp objects).

Activity 2

- Ask learners what causes accidents in our homes.
 - Show them a sharp knife or blade. Let them come out with the harm that it can cause (it can cut you).
 - Let learners tell you the damage these objects can cause.
- Scissors
 - Fire
 - knife



Activity 3

- Put learners into groups of five.
- Let them come out with possible accidents on the road. E.g. crossing road, rivers and walking or playing in the bush.

- Advise them that when they are crossing the street or rivers, they should ask an adult to help them.

Review exercise

Have learners work in pairs.
Mention two objects in the home that can cause an accident.

Assessment for learning

Refer learners to practices 1 and 2 on pages 26-27 of the workbook for exercise.

Home project

Refer learners to page 28 of the workbook. They are to colour the picture.

Answers to workbook

Practice 1

Learners to colour the pictures.

Practice 2

Learners to draw and colour someone crossing the road.

2

Strand:

My family

Unit 3: Making and talking about artwork

WB:
pages
30-32

LESSON 1: Making artwork

Content standard

K1.3.1.1 Derive meaning and make judgment about artworks using the senses according to its beauty.

Indicator

K1.2.1.2.1 Talk about how they made their art work, music or drama.

Learning outcome: Learners will be able to appreciate and admire the pictures they have already created.

Essential for learning: Learners can use their tools to colour pictures.

New words: appreciate, admire, designs.

Resources: pencils, crayons, an outline of family members.

Core competencies:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: What you need to do is play your music. Have each learner grab a balloon when the music starts. Have learners bounce their balloons in the air and move to the music. When the music stops, they have to freeze and whoever is holding a balloon “wins.”

Main activities

Activity 1

- Give out tools, e.g. paper, pencils, eraser to learners. Ask them to create artwork about their family (either nuclear or extended).

Activity 2

- Have learners look at the pictures they have created and admire them. In groups of five, each learner put their work on the table one by one and learners admire and appreciate each other’s work.

Activity 3

- Have learners play “show and tell” activities.
- In groups of ten or whole class (depending on the number of learners in your class).
- One picks his or her artwork and tells the class how he or she made it, the tools he or she used and how he created the pictures.



a family photo

Review exercise

In pairs have learners put their artwork on the table and discuss or tell the partners the people in the pictures (e.g. mother, sister, etc.).

Assessment for learning

Refer learners to practices 1 to 3 on pages 30-32 of the workbook for exercise.

Answers to workbook

Practice 1

Learners to draw themselves and colour.

Practice 2

Learners to colour the picture.

Practice 3

Learners to draw their extended family and colour.

LESSON 2: Dances and songs from different cultures

Content standard

K1.3.1.1 Derive meaning and make judgment about artworks using the senses according to its beauty.

Indicator

K1.4.3.1.3 Sing traditional songs, play rattle and shakers, clap and dance on the correct rhythm.

Learning outcome: Learners will be able to use simple musical instruments to create their own music and dance.

Essential for learning: Learners can draw objects and colour them.

New words: music, dance, different, cultures.

Resources: tools, e.g. crayons, pencils, pictures of different cultural dances, clappers, donno, etc.

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Let learners sing “if you touch me.”

Main activities

Activity 1

- Display your musical instrument in front of the class.

- Call out learners who know how to play to come and play while the others dance to the tune.
- Let those who play the instruments tell you which cultural group use the songs that they played.

Activity 2

- Have learners identify the names of musical instruments e.g. (drum clappers (add more and draw some).



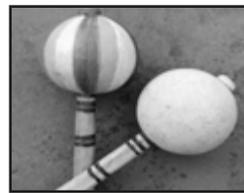
Flutes



Seprewa



Drums



Shakers

Activity 3

- Put learners into their cultural groups.
- Let the drummers play different cultural tunes for the groups to dance.

Activity 4

- Now let every group create and draw pictures of their cultural dances.
- Have learners look at the various images drawn, talk about them and appreciate them.

Review exercise

- Display the groups' artwork on the floor.
- Let learners go round talking about them and appreciate them.
- Let them select some to be displayed on the walls. Refer them to pages 33 to 35 to identify the different dances and come out with the tribes which perform them.

Assessment for learning

Refer learners to practices 1 to 3 on pages 33-35 of the workbook for exercises.

Answers to workbook

Practice 1

Learners to colour the picture.

Practice 2

Learners to colour the picture.

Practice 3

Learners to colour the picture.

LESSON 3: Making birthday cards

Content standard

K1.2.1.1 Design, make, exhibit and respond to art works (2-dimensional and 3-dimensional) freely.

Indicator

K2.1.2.2.1 Demonstrate creative knowledge in two or three dimensional artworks, music, drama or dance.

Learning outcome: Learners will be able to create and make birthday cards and Christmas cards as gifts for people.

Essential for learning: Learners can use tools to create and make pictures of their families.

New words: birthday, cards.

Resources: copies of birthday cards, crayons, paper, pencils, brush, paints.

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Get learners to play “Frog jumps”. They should hop hop, back and forth like a frog.

Main activities

Activity 1

- Ask learners to tell you briefly what happens during Christmas and birthday celebrations.

- Let them tell you apart from plenty of food. What do people give as gifts? (cards, parcels)

Activity 3

- Now give learners appropriate materials to create their own birthday cards.
- Tell them you will be celebrating your birthday soon so they should make one beautiful card for you.

Activity 4

- Have learners work in groups of six. They look at the birthday cards they have made, discuss the beauty and appreciate their work.

Review exercise

- Display learners work on the floor. Have learners go round and appreciate other learners work.
- Select and paste some on the walls.

Assessment for learning

Refer learners to practices 1 and 2 on pages 36-37 of the workbook for exercises.

Answers to workbook

Practice 1

Learners to colour the birthday card.

Practice 2

Learners to draw and colour a birthday card.

Term Two

3

Strand:

**Values and
beliefs**

Unit 4: Art forms in the environment

WB:
pages
40-42

LESSON 1: Good manners

Content standard

K1.3.1.1 Demonstrate understanding of the good manners that our families value and why they value them.

Indicator

K1.3.2.1.1 Talk about some important cultural values and good manners that promote respect and politeness

Learning outcome: Learners will be able to learn good manners in their community.

Essential for learning: Learners know how to greet their teacher and parents when they go to school or home respectively.

New words: manners, polite, thank you.

Resources: crayons, pencils, coloured pencils, pictures or posters showing good manners.

Core competencies:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Play follow the leader: the leader, begins moving around with actions that the rest of the players must mimic.

Anything – including wildly flailing his hands or furiously scratching his head – what the leader does, the others must follow. Those players who disobey, or lag behind the leader’s motions are out of the game.

Main activities

Activity 1

- Have the class get seated. Pretend as if you are now coming to school with your bag hanging on your shoulder.
- Enter the classroom. What will happen? The class will greet “Good morning Madam/Sir”.
- Let learners know that it is a sign of good manners.

Activity 2

- Discuss a lot of good manners with learners. e.g.
 1. Saying thank you when someone gives you something.
 2. Helping an adult carrying load.
 3. Saying please when you need something from a friend.

Activity 3

- Ask learners to take any of the examples in activity 2 and draw a picture depicting it.
- Give them appropriate materials. E.g. paper, pencils, crayons, etc.
- Allow learners to admire their work.

Activity 4

- Refer learners to pages 40 and 41 of the workbook. Let them discuss what is there.



Review exercise

- Display learners work for others to appreciate. They play “show and tell”.
- Learners pick their artwork and tell the class how they made it.

Assessment for learning

Refer learners to practices 1 to 3 on pages 40-42 of the workbook for exercise.

Answers to workbook

Practice 1

Learners to colour the picture and trace the words.

Practice 2

Learners to colour the picture and trace the words.

Practice 3

Learners to draw a boy helping an old woman.

LESSON 2: Religious beliefs

Content standard

K1.3.3.1 Demonstrate understanding of the religious and moral values and virtues we need to exhibit as good Christians and Muslims.

Indicator

K1.3.4.1.5 Play different musical instrument, sing religious songs and dance on the music and perform actions.

Learning outcome: Learners will be able to identify places of worship.

Essential for learning: Learners have been attending church services with their parents.

New words: belief, church, mosque, shrine.

Resources: Pictures of different churches, mosque, shrine, pencils, crayons, sheets of paper.

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Have learners sing any religious song common to them.

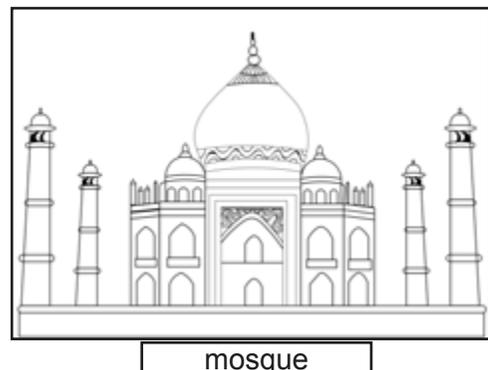
Main activities

Activity 1

- Let learners tell you where they worship with their parents.
- Group the class according to the different religions.
- Show pictures of the three different places where people worship. (e.g. church, mosque, shrine)

Activity 2

- Have learners draw the places where they worship e.g. Christians worship in Church. Muslims worship in the Mosque. Traditionalist worship in the Shrine.
- (Note: **Do not** let the class laugh at those whose parents worship in shrines).



Activity 3

- Have learners work in groups of four. They display their work on their tables.
- One picks his or her work and talks about the religion their family belongs (e.g. Muslim). In brief, they tell their friends how God or Allah is worshipped.
- Let them sing one of their songs.

Review exercise

- Have learners display their artworks in front of the class.
- The teacher picks one artwork and the learner who drew it talks about it and tells the class how he or she created it.
- Let a lot of them talk about their artworks.
- Learners themselves select some to be displayed in the classroom.

Assessment for learning

Refer learners to practices 1 to 3 on pages 45-47 of the workbook for exercises.

Answers to workbook

Practice 1

Learners to colour, trace and write the name.

Practice 2

Learners to colour and trace the name.

Practice 3

Learners to colour and trace the name.

LESSON 4: What we do when worshipping God

Content standard

K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs.

Indicator

K1.3.4.1.5 Play different musical instrument, sing religious songs and dance on the music.

Learning outcome: Learners will be able to know how other religious bodies worship God.

Essential for learning: Learners have been going to places where the supreme being is worshipped.

New words: Shrine, Church, Mosque.

Resources: Pictures of people worshipping the Supreme Being, crayons, pencils, etc.

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Have learners play “clap squat one, clap squat two”. They clap, squat and continue counting one up to nine.

Main activities

Activity 1

- Put learners in three groups of their worship. 1. Muslim 2. Christian 3. African Traditionalist.
- **Muslim:** Let them tell you how they worship, e.g. they pray five times a day and go to the mosque on Fridays.
- Invite someone to come and demonstrate how they pray.



- **Christians:** They go to Church on Sundays but pray on their own in their homes. Call one Christian to come and demonstrate.



- **Traditionalist:** They go to their shrines on Akwasidae and any day that their gods will demand.

Activity 2

- Direct learners to draw the mode and manner that they worship God. (show a picture of Muslims and traditionalist).

Activity 3

- Let them work in pairs. They talk about the pictures that they have drawn to their friends.
- Have them take turns.

Review exercise

- Put learners in a big circle. They display their work on the floor.
- The teacher picks one, and the owner talks about it. (e.g. how they pray) make sure you pick everybody's work.

Assessment for learning

Refer learners to practices 1 to 3 on pages 48-50 of the workbook for exercise.

Answers to workbook

Practice 1

Learners to colour and trace the words.

Practice 2

Learners to colour and trace the words.

Practice 3

Learners to colour and trace the words.

LESSON 4: Making music/drama/dance.

Content Standard:

K1.2.1.1 Design, make, exhibit and respond to own or others artworks (2 - 3 dimensional) freely.

Indicator:

K1.2.1.2.1 Talk about how they made their art work, music or drama.

Learning Outcome: Learners will be able to: play different music and dance with it.

Essential for Learning: Learners can dance “adowa”.

New Words: dance, music, drama.

Resources: drum, clappers, pictures/posters of people dancing.

Core competences:

Communication and collaboration (CC)
Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Provide a selection of props (balloon, wigs, twigs, flowers, scarfs, ribbon, hat, etc) and have children choose one at a time to dance with. Talk about how each item changes or influences their movement. Extend this by allowing children to search out and find their own props to dance with.

Can they dance with a partner while still using their props?

Main Activities

Activity 1

- Ask learners to tell you the different traditional dances that they know eg. “adowa.”
- Encourage different learners to talk about the different musical instrument that they know which are used by the religious groups.

Activity 2

- Put learners in groups of ten. Let them sing different religious songs and dance to the music.

Activity 3

- Have learners discuss their performance in their groups and in the class.

Review Exercise

Have learners be in a big circle. Some play instruments and others dance in the middle of the circle.

Assessment for Learning

Refer learners to practices 1 and 2 on pages 51-52 of their work book for exercises.

Home Project

Refer learners to page 53 of the workbook. They are to draw themselves worshipping God.

Answers to workbook

Practice 1

Learners to trace and colour the picture.

Practice 2

Learners to draw themselves singing or acting.

4

Strand:

**My local
community**

Unit 5: Creating and organizing art form

WB:
pages
56-58

LESSON 1: Using colour, shape, texture to make artwork

Content standard

K1.4.1.1 Create and organize artforms using the elements and principles of design.

Indicator

K.1.4.1.1.2 Make art works with the elements of art.

Learning outcome: Learners will be able to use colour, shape and texture to create artwork.

Essential for learning: Learners can draw 2D shapes.

New words: shape, texture.

Resources: cut-out shapes of 2D shapes, paper, crayons,

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Have a learner play the drum for learners to dance any traditional dance. Assist learners if they cannot play the drum.

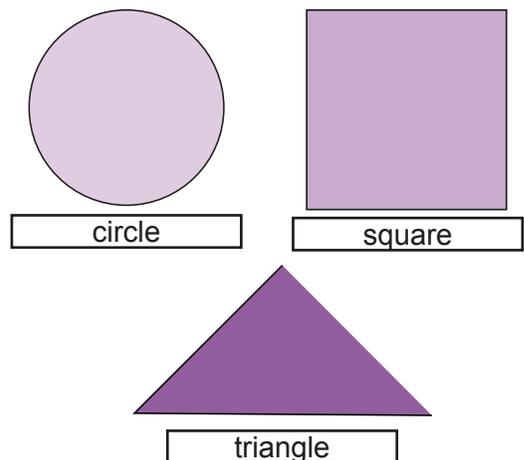
Main activities

Activity 1

- Introduce the four basic shapes. Square, rectangle, triangle and circle to them.
- Give out the cut-out shapes of rectangle, square, circle and triangle to them.
- The shapes should be enough for every pupil to get a set of four.
- Mention a shape and let them pick them randomly.

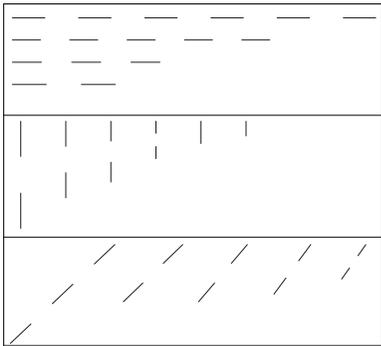
Activity 2

- Direct learners to draw the shapes in their jotters and colour them (do not punish them if they do not get the correct shape).
- Let the groups select a leader. The leader picks a shape, and the rest mention the name of the shape picked.



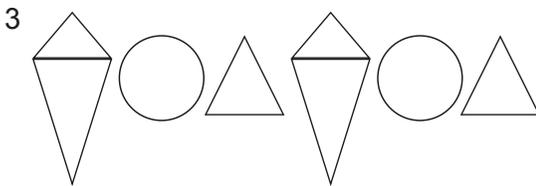
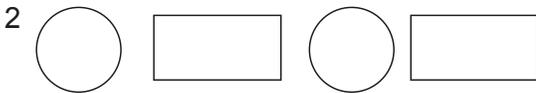
Activity 3

- Guide learner trace and complete lines.



Activity 4

- Use the shapes to draw patterns on the board for learners to continue with two terms.



1. (the pattern is triangle and square.)
2. (the pattern is circle and rectangle)
3. (the pattern is a kite, circle and triangle).

Activity 5

- Give out cut-out shapes of 2D shapes to learners in pairs. They create their own patterns.

Review exercise

- Have learners move round to observe the patterns other pairs have made and appreciate them.
- (Note: Do not allow learners to laugh at any artwork made which is not beautiful).

Assessment for learning

Refer learners to practices 1 to 3 on pages 56-58 of the workbook for exercises.

Answers to workbook

Practice 1

Learners to complete the lines.

Practice 2

Learners to colour circles red, square yellow and triangle blue.

Practice 3

Learners to continue pattern.

LESSON 2: Important places in the community

Content standard

K1.4.1.1 Demonstrate understanding of the special places in our local communities.

Indicator

K1.4.1.1.5. Colour nicely a scene from the community and label it.

Learning outcome: Learners will be able to identify the important places in their community.

Essential for learning: Learners have been going to the hospital and church.

New words: hospital, chief palace, police station, post office, market.

Resources: posters or pictures of hospital, market church palace etc.

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Have learners sing “Mama mama, I am sick.”

Main activities

Activity 1

- Have learners tell you where their parents take them when they are sick. (hospital).

- Briefly let them tell you the people they see at the hospital (nurses, doctors, sick people).
- Let them know that hospital is one of the essential places in our community because when everybody is sick, he or she goes to see a doctor at the hospital for treatment and prescription of medicines.

Activity 2

- Let learners know that apart from hospitals, there are other important places (e.g. market, police station, chief place.).
- Guide learners to talk about what happens at these places.
 1. Market – Goods are sold there.
 2. Police station – criminals are sent there.
 3. Chief palace – They give land for development, they settle cases.

Activity 3

- Have learners work in fours. Give them an outline of a hospital to colour.

Review exercise

- Learners display their works for others to talk about them and appreciate them.

Assessment for learning

Refer learners to practices 1 and 2 on pages 59 and 60 of the workbook for exercise.

Answers to workbook

Practice 1

Learners to colour the market scene.

Practice 2

Learners to colour the hospital.

LESSON 3: Important people and occupations in our community

Content standard

K1.4.2.1 Demonstrate knowledge of the special people in the community and their occupation.

Indicator

K1. 4.2.1.6 Draw themselves in the uniform of their aspired future job, colour it nicely and write the name of the job underneath.

Learning outcome: Learners will be able to identify some peoples occupations in the community.

Essential for learning: Learners know the occupation of their parents as (e.g. farmer, nurse, traders, teachers, etc.)

New words: occupation, farmer, nurse, trader.

Resources: papers, pencils, crayons, pictures or posters of some people at their workplaces.

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

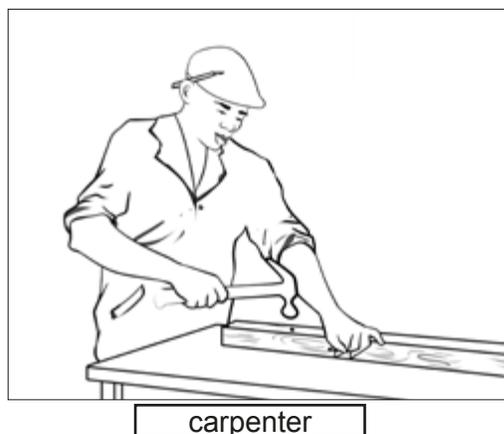
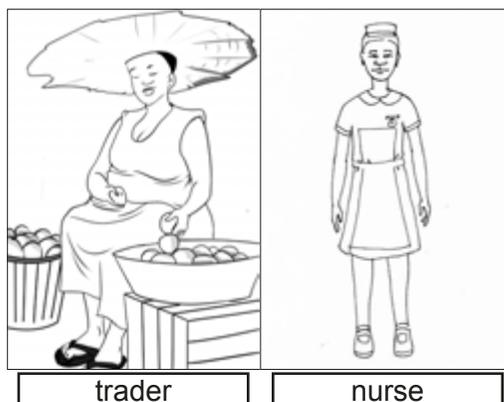
Warming up:

Have learners recite a rhyme on a farmer. Refer to <https://youtu.be/7oQLp1P4SUE>.

Main activities

Activity 1

- Have learners talk about the different occupations in their communities, e.g. teachers, farmers, doctors, soldiers, police officers, carpenters, masons etc. (show pictures to learners).



- Now let learners tell you the occupation they will like to do when they grow up.

Activity 2

- Give out appropriate materials to learners. They draw pictures of one of the occupational images shown to them.

Activity 3

- Put learners into groups of five. Let them talk about their artworks. One picks his or her work, show it to the group.
- The group members ask questions about the work, e.g. why do you want to be a farmer? Why did you colour your work this way? Etc.

Review exercise

- Direct learners to form a big semi-circle and display their work in front of them.
- Call one to come and show his or her work.
- Learners talk about it and the whole class clap for him or her.
- Make sure everybody shows up his or her work.

Assessment for learning

Refer learners to practices 1 to 3 on pages 61-63 of the workbook for exercises.

Answers to workbook

Practice 1

Learners to colour the pictures.

Practice 2

Learners to colour the pictures and trace the words.

Practice 3

Learners to draw themselves.

LESSON 4: Special leaders in our community

Content standard

K1.4.3.1 Demonstrate understanding and knowledge of the special leaders and their roles in our communities.

Indicator

K1.4.3.1.5. Role play the various leaders and what they do in the community.

Learning outcome: Learners will be able to know the special leaders in their community.

Essential for learning: Learners know of leaders like queen mother and assemblyman in their community.

New words: community, leaders, special.

Resources: crayons, pencils, erasers, pictures or posters of some special leaders.

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Have learners sing any traditional song and dance with it.

Main activities

Activity 1

- Put learners into groups of six.

- Let them brainstorm to come out with some special leaders in their community. E.g. Queen mother, Chief, Pastors, Imams. (They are the traditional leaders).

Activity 2

- Let them talk about and mention the names of the following leaders: the President, the Member of Parliament, Assembly member etc. (they are the political leaders). Nana Addo Dankwah Akuffo Addo is the current president of Ghana.
- Show pictures or drawings of Queen mother or President to learners.



Important leaders in our community

Activity 3

- Put learners into groups of four or five. Let each group role-play different leaders in the community.
- They can imitate a Chief, a Queen mother or an Assemblyman, an MP or a President.
- Remember to ask them to bring dresses or costumes (a day before the lesson) for the role-play.

Activity 4

- Select four learners to act as P.T.A executives of the school. Set up the class like you are in a P.T.A meeting.
- Let the remaining learners act as parents of the learners.

Review exercise

- Let each group select a leader. They tell the whole class who they imitated. The class can ask them questions, to share ideas.

Assessment for learning

Refer learners to practices 1 to 5 on pages 64-70 of the workbook for exercises.

Answers to workbook

Practice 1

Learners to draw a pastor and imam and colour.

Practice 2

Learners to colour the queen mother.

Practice 3

Learners to colour the chief.

Practice 3

Learners to colour and trace the words.

Practice 4

Learners to colour the president.

Practice 5

Learners to colour the picture.

Practice 6

Learners to draw a leader in their community.

LESSON 5: Traditional musical instruments, songs and dance

Content standard

K1.4.3.1 Demonstrate understanding and knowledge of the special leaders and their roles in our communities in music and dance.

Indicator

K1.4.3.1.3 Sing traditional songs, play rattle and shakers, clap and dance on the correct rhythm.

Learning outcome: Learners will be able to make their own improvised musical instruments.

Essential for learning: Learners know how to play some musical instruments. E.g. shakers, drums.

New words: clappers, shakers, flutes, instruments, drum.

Resources: clappers, shakers, drums, flutes, crayons, pencils, empty tins, stones, sticks, etc.

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Have a learner play the drum for learners to dance (5mins).

Main activities

Activity 1

- Display the instruments on learners table (e.g. clappers, shakers, flutes, etc.).
- Encourage each learner to touch and feel it.
- He or she passes it on to the next person. Make sure everybody touches and feels them.

Activity 2

- Give out materials such as wooden sticks, empty tins, wrapper, bamboo sticks, papers to learners. Let them work in groups of four.
- They make their own music from improvised musical instruments. E.g. drums, clappers, shakers and flutes.

Activity 3

- Some of the learners act out as musicians and instrumentalist. Ask the instrumentalist to play their instruments. Fast or slow, high or low.
- Learners dance to the tune.

Review exercise

- Have learners display the instruments they made for others to talk about them, admire and appreciate them.

Assessment for learning

Refer learners to practices 1 to 3 on pages 71-73 of the workbook for exercises.

Home project

Refer learners to page 74. They are to draw one important person in their country.

Answers to workbook

Practice 1

1 matches to C

2 matches to D

3 matches to D

4 matches to A

Practice 2

Learners to draw a musical instrument.

Practice 3

Learners to colour the picture.

5

Strand:

My nation Ghana

Unit 6: Identifying tools and materials

WB:
pages
76-77

LESSON 1: Colours of the national flag

Content standard

K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana

Indicator

K1.5.1.1.6 Create and perform drama, dance movements and music inspired by Ghanaian history and other cultures.

Learning outcome: Learners will be able to identify the colours of the national flag.

Perform music, drama and dance.

Essential for learning: Learners have the national flag hoisted in their school.

New words: flag, national, colours.

Resources: glue, pieces of materials in the colours of the national flag, pictures of Kwame Nkrumah declaring the independence of Ghana.

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Have learners stand in attention mood and sing the National Anthem.

Main activities

Activity 1

- Have learners recite the pledge.
- Role-play the declaration of independence.

Activity 2

- Take learners outside the classroom. Let them observe the national flag hoisted at the compound.
- Ask them to identify the colours: red, yellow, green and the black star in the middle.

Activity 3

- Put learners into groups of five. Give each group, glue and pieces of materials in the colours of the national flag to build a large collage of the Ghana flag.
- Sing, dance and act about Ghana's independence with learners.

Review exercise

- Have learners display their work in front of the class.
- Learners discuss each person's artwork, appreciate and admire them.

Assessment for learning

Refer learners to practices 1 and 2 on pages 76-77 of the workbook for exercises.

Answers to workbook

Practice 1

Learners to colour the Ghana national flag.

Practice 2

Learners to draw and colour the Ghana national flag.

LESSON 2: The independence of Ghana

Content standard

K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana.

Indicator

K1.5.1.1.6 Create and perform, drama, dance movements and music inspired by Ghanaian history and other cultures

Learning outcome: Learners will be able to tell or narrate a brief history of the independence of Ghana.

Essential for learning: Learners have been celebrating the 6th March, Ghana's Independence Day.

New words: independence, celebration.

Resources: pictures or poster of Dr Kwame Nkrumah, the big six crayons, pencils etc.

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Have learners sing the National Anthem.

Main activities

Activity 1

- Direct learners to sit in a semi-circle. Let them tell you stories they have heard about Ghana's independence and how 6th March is celebrated.

- Talk briefly about the 'Big Six' and the declaration of the independence of Ghana by Dr Kwame Nkrumah.

Activity 2

- Put learners into groups of five. Give outline of the Big Six and Dr Kwame Nkrumah to learners.



Dr. Kwame Nkrumah



The Big Six

- Ask the groups to colour the outline of one of the pictures.

Activity 3

- Have learners display their artworks in the classroom.

- Let the other groups go round and observe the artworks of other groups work.

Review exercise

- Have learners form a big circle. The groups display their artworks in the middle of the circles.
- The leaders of the groups pick their artworks.
- Learners talk about it, and the leader tells the class how they made it.

Assessment for learning

Refer learners to practices 1 and 2 on pages 78 and 79 of the workbook for exercise.

Home project

Refer learners to page 80 of the workbook. They are to make posters for 6th March Independence Day Celebration.

Answers to workbook

Practice 1

Learners to colour the picture.

Practice 2

Learners to draw themselves marching.

Term Three

6

Strand:

All around us

Unit 7: Making judgement about artworks

WB:
pages
82-85

LESSON 1: Things in the environment

Content standard

K1.6.1.1 Demonstrate understanding of living and non-living things.

Indicator

K1.6.1.1.5 Using conversational posters about living and non-living things, let learners describe the colours, size and other features.

Learning outcome: Learners will be able to make a judgment about things found in the environment.

Essential for learning: Learners have seen animals and other objects in the environment.

New words: judgement, setting.

Resources: Pictures of things found in the environment, e.g. insects, animals, plants, houses, sand, stones, cars etc. Crayons.

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Play music and have learners move around when the music stops, they all sit down. The last person to sit is out of the game.

Main activities

Activity 1

- Take learners out to go on a “hunt for artworks” in the school or immediate community (make sure learners wash their hands thoroughly with soap under running water after the lesson).
- Learners talk about the artworks in the school or community by describing them. E.g. the buildings they saw, cars passing by, plants, stones etc.

Activity 2

- Have learners collect some of the objects seen and take them to the classroom.
- Have learners sit in groups of six. They display the materials they collected as man-made (artificial) and God made (natural)

Man-made (artificial)	God-made (natural)
Cars, chairs, tables, shoes, crayons, pencils, houses, dresses, aeroplane.	Human beings, animals, stones, fishes, shells, stars, sun, moon

Activity 3

- Guide learners to talk about the things they like and give reasons for liking them.

- Ask learners to tell you how to care for the items, both natural and artificial made,(e.g. bathing, feeding, dusting them).

Review exercise

- Have learners work in pairs.
- They draw one man-made and one God-made object and talk about them.

Assessment for learning

Refer learners to practices 1 to 4 on pages 82-85 of the workbook for exercises.

Answers to workbook

Practice 1

Learners' own answers after the field trip.

Practice 2

Learners' own answers after the field trip.

Practice 3

Artificial - chair, table, fork, cars, houses, books, chalk, slate.

Natural - flowers, trees, cat, rocks, mountains, stones, sky, sun, pebbles.

Practice 4

Learners to draw one man made and one natural object.

LESSON 2: Living and non-living things

Content standard

K1.6.1.1 Demonstrate understanding of living and non-living things.

Indicator

K1.6.1.1.5 Using conversational posters about living and non-living things, let learners describe the colours, size and other features.

Learning outcome: Learners will be able to identify living and non-living things.

Essential for learning: Learners know things made by man and those made by God.

New words: living-things, non-living things.

Resources: stones, table, toys, plants, pictures of animals, cars, insects.

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Arrange empty baskets or bowls in front of the class. Call a learner, give him or her 5 neatly folded socks. Upon whistling, the learner picks 1 sock and puts on his/her foot and lifts that foot and drops the socks in the basket/bowl.

Main activities

Activity 1

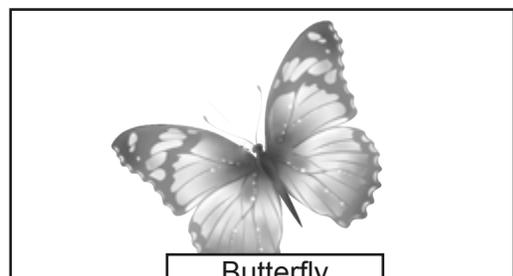
- Take the class out to observe and identify things around them. Back to the classroom, in a community circle time. Let them mention some things they saw outside and write them on the board. E.g. trees, animals, human beings, stones, etc.

Activity 2

- Have learners talk about the things they saw, those that can grow, have babies. E.g. human beings. Now, casting their minds back home. Find out from them whether they have senior, junior siblings at home. Let them know that all of them were babies (including themselves) who have grown to be like what they are now. Deduce from them whether they have animals who also give birth. (e.g. cats, dogs).



Car



Butterfly



cat



bird



human being



aeroplane

Activity 3

- In a community circle, discuss with learners which of the things are living things and non-living things? Living things grow, move and feed. Whereas non-living things do not grow, move, nor feed. List living and non-living things on the board.

Living things	Non-living things
Human being	Stones
Animals	Doll
trees	Table
	Chairs
	cars

Review exercise

Have learners work in pairs. Each person calls out two living thing and two non-living things.

Assessment for learning

Refer learners to practices 1 to 4 on pages 86-88 of the workbook for exercises.

Answers to workbook

Practice 1

Living things - 1, 5, 6, 7, 9.

Non living things - 2, 3, 4, 8.

Practice 2

Learners to draw one living thing and colour.

Practice 3

Learners to draw one non living thing and colour.

LESSON 3: Non-numerical patterns

Content Standard:

K1.6.1.1 Demonstrate understanding of living and non-living things.

Indicator:

K.1.6.1.1.6 Recognise, sort, classify, describe and extend non-numerical patterns.

Learning Outcome: Learners will be able to complete a given pattern.

Essential for Learning: Learners can identify the names of 2D shapes and can draw them. Rectangle, circle, triangle, square.

New words: patterns.

Resources: Different colours and sizes of 2D shapes, crayons, pencils.

Core Competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Have learners clap and flip their fingers.

Main Activity

Activity 1

- Put learners into groups of four.
- Give each group different colours and sizes of 2D shapes. Let them select a leader for the group.

- Make sure leaders are changed.
- The leader picks a shape and learners identify the name and colour.

Activity 2

- Ask learners to create a pattern with the shapes that they have.
- Go round and let learners tell you the patterns that they have created.

Activity 3

- Create a pattern on the board.
- Have learners observe and identify the pattern.
- Let them repeat same pattern on their tables.
- Repeat the activity with different colours and shapes.

Assessment for Learning

Refer learners to practices 1 and 2 on pages 89-90 of the workbook for exercises.

Answers to workbook

Practice 1

Learners to draw

1. a square and a circle.
2. a triangle and a square.
3. a square and a triangle.
4. a triangle and another triangle.
5. a square and a triangle.

Practice 2

Learners to colour.

1. yellow.
2. green and orange.
3. yellow and red.
4. yellow.
5. yellow blue yellow blue

LESSON 4: Domestic and wild animals

Content Standard:

K1.6.2.1 Demonstrate understanding of domestic and wild animals.

Indicator:

K1.6.2.1.5 With outline of some domestic animals have learners colour their favourite animal on a card and discuss their colour work.

Learning Outcome: Learners will be able to: identify animals that live at home and those that live in the bush/forest.

Essential for Learning: Learners have some animals in their homes as pets eg. cat, dog.

New words: Domestic, wild animals

Resources: Pictures of wild and domestic animals

Core Competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warning up: Have learners recite the rhyme:

“A lion
A lion has a tail
It has a big head
And a very small waist (3x)”
They should perform the action of touching their heads and winding their waist.

Main Activity:

Activity 1

- Have learners tell you the animals they have in their homes eg. dog, cat, hen, goat, sheep.
- Show pictures to them.



cat



dog

- Let them know that animals found at homes are classified as domestic animals.

Activity 2

- Show pictures of wild animals to learners.
- Ask learners to mention their names. Eg. tiger, hyena, elephant, lion etc.



tiger



lion

- Let learners know that animals that are found in the bush are classified as wild animals

Activity 3

- Give out all pictures on one to learners in groups.
- Let them cut the animals and group them under wild and domestic eg.

Wild animals: lion, tiger, rat, elephant, grasscutter.

Domestic animals: dog, cat, hen, sheep, goat etc.

Review Exercise

- Guide learners to work in pairs.
- Give them outlines of one wild animal and one domestic animals to colour.
- Let them display their artworks for appreciation.

Assessment for Learning

Refer learners to practices 1-4, on pages 91-94 of the workbook for exercises.

Answers to workbook

Practice 1

Colour 2 and 3.

Practice 2

wild - 1, 2, 3, 5.

Practice 3

red - 3, 4.

blue - 1, 2.

Practice 4

Learners to draw a domestic animal they like best.

LESSON 5: Sources of water

Content standard

K1.6.3.1 Demonstrate understanding of sources of water and its uses.

Indicator

K1.6.3.1.5 Design, make, exhibit, and respond to own or others art works (2-dimensional and 3-dimensional).

Learning outcome: Learners will be able to identify sources of water.

Essential for learning: Learners have been using water for bathing, drinking and washing.

New words: sources, bore hole, well, lagoons, sea, river, well.

Resources: Pictures or posters of different sources of water, crayons, pencils, etc.

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Ask learners to sing a song on water and dance. Refer to <https://youtu.be/DMfdMEA8e10>.

Main activities

Activity 1

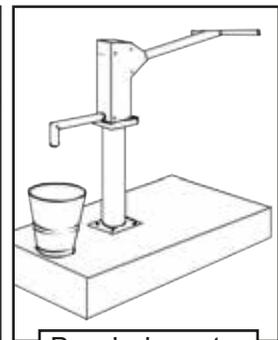
- Put learners into groups of six.
- Have them discuss the sources of water they use in their homes and their community. (e.g. borehole, well, river, etc.)

Activity 2

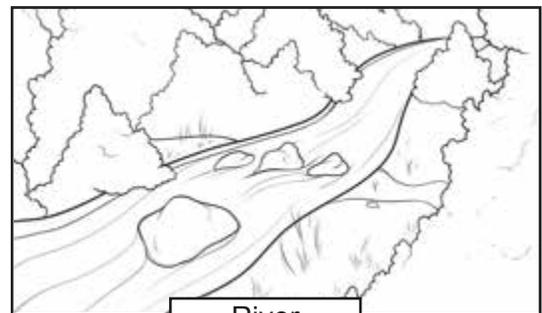
- Show pictures of different sources of water to learners.
- Let them revise what they learnt at “Our World and Our People” lessons about how to keep the environment of sources of water clean. Making the environment clean, we have to sweep and scrub if it is borehole or well. If it is a river, we have to plant trees around it.



Well water



Borehole water



River

Activity 3

- In groups of three, give an outline of sources of water for learners to trace and colour.

Review exercise

Have learners display their group works for the other group members to discuss and talk about the artwork and appreciate them.

Assessment for learning

Refer learners to practices 1 and 2 on pages 95-96 of the workbook for exercises.

Home project

Refer learners to pages 97 of the workbook. They are to create their own patterns.

Answers to workbook

Practice 1

Learners to colour the sources of water.

Practice 2

Learners to draw and label the sources of water.

Unit 8: Elements of design

WB:
pages
98-101

LESSON 1: Sorting objects by colour

Content standard

K1.6.3.1 Demonstrate understanding of sources of water and its uses.

Indicator

K1.6.3.1.5 Design, make, exhibit, and respond to own or others art works (2-dimensional and 3-dimensional).

Learning outcome: Learners will be able to sort objects based on colour.

Essential for learning: Learners know the basic colours red, blue, green and gold.

New words: sort, colour.

Resources: bottle caps, cut-out shapes of different colours, crayons, pencils etc.

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Have learners sing-song on colours.

“Red red this is red colour (2 times)
red is like blood (2 times)
oh, red, red is like blood
oh, red, red is like blood.

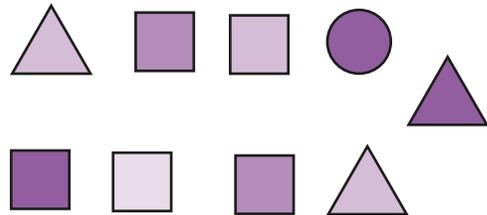
Main activities

Activity 1

- Put learners into groups of five. Give cut-out shapes of different colours to the various groups.
- Let them select a leader. The leader picks a shape and learners call out the colours name.
- Alternately he/she also says blue and learners pick all the shapes which are blue.

Activity 2

- Direct learners to sort the shapes into colours



(green - 1 triangle, 1 square, 1 circle)
(yellow - 2 triangle, 1 square)
(red – 1 square)
(blue -- 2 squares,)

Activity 3

- Have learners work in pairs. They play “what colour is this?” One picks a shape, and he/she asks the partner what colour is this? He/she responds “red, green, etc.” Let them take turns.

Review exercise

- Ask learners to draw any objects and colour it with the colour he/she likes best.

Assessment for learning

Refer learners to practices 1 to 4 on pages 98-101 of the workbook for exercises.

Answers to workbook

Practice 1

Sort the objects.

Practice 2

Sort the objects.

Practice 3

Sort the objects.

Practice 4

1. 6 red bottle caps.
2. 4 blue bottle caps.

LESSON 2: Sorting objects by name

Content standard

K1.6.3.1 Demonstrate understanding of sources of water and its uses.

Indicator

K1.6.3.1.5 Design, make, exhibit, and respond to own or others art works (2-dimensional and 3-dimensional).

Learning outcome: Learners will be able to sort objects by names.

Essential for learning: Learners can sort objects based on colour.

New words: sort, name.

Resources: crayons, pencils, cut-out shapes of 2Ds (square, rectangle, circle, triangle).

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Have learners sing a song on shapes.

“A circle is a shape (2times)
it has no corner (2times)
but it can roll, roll”.

Main activities

Activity 1

- Put learners into groups of five.

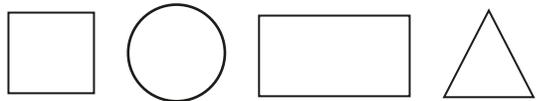
- Give them enough cut-out shapes of 2Ds: mention the name of a shape and learners look through the shapes and pick and show it. (e.g. “square” and everybody picks square and raise it).

Activity 2

- Have learners select a leader. They repeat activity 1 above.
- Now let the leader pick a shape, and the rest mention its name.

Activity 3

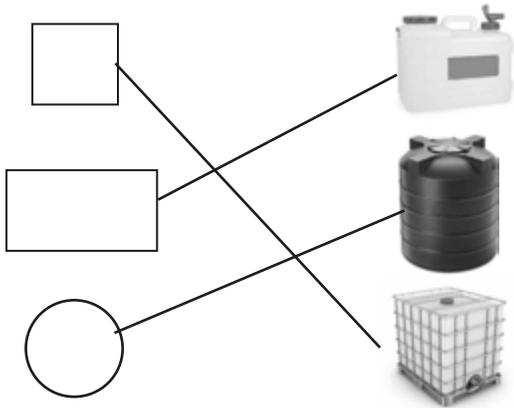
- Have learners sort cut-out shapes according to their names.



- Show them pictures of different water storage containers like polytanks, reservoirs, etc.



Have learners match the cut-out shapes to the pictures that look like the shapes.



Review exercise

Have learners work in pairs. They draw one source of water and colour it.

Assessment for learning

Refer learners practices 1 to 3 on pages 102-104 of the workbook for exercises.

Answers to workbook

Practice 1

question 1 - u
question 2 - T
question 3 - t
question 4 - c

Practice 2

question 1 - 5
question 2 - 5
question 3 - 5
question 4 - 5

Practice 3

question 1 - 5
question 2 - 2
question 3 - 4
question 4 - 5

LESSON 3: Sorting objects by size

Content standard

K1.6.3.1 Demonstrate understanding of sources of water and its uses.

Indicator

K1.6.3.1.5 Design, make, exhibit, and respond to own or others art works (2-dimensional and 3-dimensional).

Learning outcome: Learners will be able to sort objects based on shapes and sizes.

Essential for learning: Learners can sort objects based on shapes.

New words: sort, sizes.

Resources: crayons, pencils, erasers, books, containers of different sizes, pencils, dice, etc.

Core competences:

Communication and collaboration (CC)
Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Have learners sing any song on shapes.

Main activities

Activity 1

- Put learners into groups of five. Give them different objects to name them, e.g. pencils, erasers, books, boxes, leaves, etc.

Activity 2

- Still, in their groups, have learners identify the sizes of objects.
- When the leaders pick, e.g. short pencils, then the rest respond “small size”.
- When e.g. he/she selects the big matchbox, then the rest shout “big size”.

Review exercise

- Have learners work in pairs. Give them a collection of different sizes of objects.
- They sort them according to big objects and small objects.

Assessment for learning

Refer learners to practices 1 to 4 on pages 105-108 of the workbook for exercisers.

Answers to workbook

Practice 1

- 1 - b
- 2 - b
- 3 - a
- 4 - b
- 5 - b
- 6 - a

Practice 2

- 1- colour b
- 2 - colour b
- 3 - colour a

Practice 3

1. colour a red, b green.
2. colour a green, b red.
3. colour a green, b red.
4. colour a green, b red.

Practice 4

1. tick b
2. tick a

LESSON 4: Sorting 3D shapes

Content standard

K1.6.3.1 Demonstrate understanding of sources of water and its uses.

Indicator

K1.6.3.1.5 Design, make, exhibit, and respond to own or others art works (2-dimensional and 3-dimensional).

Learning outcome: Learners will be able to sort 3D shapes based on given criteria.

Essential for learning: Learners can sort objects based on sizes and colour.

New words: sort, shape.

Resources: Empty boxes (e.g. pepsodent, match, balls, apples, dice etc.)

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Make a circle on the floor, let learners jump in and out many times.

Main activities

Activity 1

- Put learners into groups of five.
Give each group enough 3D shapes.

- Allow them to play with them by rolling, throwing, touching and feeling them.

Activity 2

- Have them sort the objects into those that have flat faces and these that have round faces (draw, 3 objects with flat faces, four objects with round faces).



Activity 3

- Have learners trace around the objects.
- Let them name the shapes that they have drawn (e.g. circle, rectangle, etc.).

Review exercise

- Have learners work in pairs. One picks an object, and the other says it has a flat or round face.
- Let them take turns in doing this activity.

Assessment for learning

Refer learners to practices 1 to 4 on pages 109-112 of the workbook for exercises.

Home project

Refer learners to page 113 of the workbook. They are to draw one big ball and one small ball.

Answers to workbook

Practice 1

Round objects C, D, E, F, I.

Flat objects A, B, G, J.

Practice 2

Colour 2, 4, 5, 9, 11, 12, 14.

Practice 3

Learners to draw two boxes and two balls.

Practice 4

Learners to draw one round object and one flat object.

Unit 9: Making judgement about artwork (2)

WB:
pages
114-116

LESSON 1: Presence of air

Content standard

K1.6.4.1 Demonstrate understanding of the presence of air and tell its importance.

Indicator

K1.6.4.1.5 Derive meaning and make judgment about artworks using the senses according to its beauty.

Learning outcome: Learners will be able to: find out that **air** is everywhere.

Essential for learning: Learners have been breathing in air.

New words: everywhere, air, blow.

Resources: balloon, fan, standing fan, pumps, crayons, pencils, cloths.

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Have learners sing “Air is all around.” Refer to <https://youtu.be/N4HGvtX-8nQ> for the lyrics to the song.

Main activities

Activity 1

- Put learners into groups of five.
- Ask everybody to take his or her exercise book to fan themselves. Let them tell you how they feel.
- Use a standing fan if you have electricity in your school otherwise use a paper fan. Switch on the fan and call learners one by one to come and feel the air that the fan is blowing.

Activity 2

- Give out balloons to each group. Ask them to blow air into them.
- Let them discuss among themselves what is in the balloon.
- Now let them know that air is everywhere.

Activity 3

- Give out kites to learners.
- Take them outside the classroom and assist them to fly the kites into the sky.
- Ask what is making the kite fly? (It is air.)

Review exercise

- Have learners work in pairs. Give them sheets of paper to fan themselves.
- Ask them to go round the classroom and perform any activity which will need air.

Assessment for learning

Refer learners to practices 1 to 3 on pages 114-116 of the workbook for exercises.

Answers to workbook

Practice 1

Learners to colour the picture.

Practice 2

Learners to colour the picture.

Practice 3

Learners to draw a boy or girl blowing balloon.

LESSON 2: Uses of air

Content standard

K1.6.4.1 Demonstrate understanding of the presence of air and tell its importance.

Indicator

K1.6.4.1.5 Derive meaning and make judgment about artworks using the senses according to its beauty.

Learning outcome: Learners will be able to identify the uses of air.

Essential for learning: Learners have been blowing air into balloons.

New words: uses, air, breathe.

Resources: plant, crayons, pencils, eraser, tires, pump.

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Let learners recite a rhyme on “air”. Refer to <https://youtu.be/DwRI60fW1Es>.

Main activities

Activity 1

- Have learners work in pairs. Let them face each other.
- Ask them to stop breathing for a few seconds.

- Let them tell the class their experiences. (without air, you cannot breathe).

Activity 2

- Take learners outside the classroom and let them watch the blossom plants and how the leaves are swaying (all is air).

Activity 3

- Ask learners how air is pumped into the lorry or bicycle tyres.
- Demonstrate for learners to watch you.

Activity 4

- Ask learners to mention other uses of air. E.g. Air makes birds and kites to fly. Animals, human beings need air to live. Plants use air to grow.

Review exercise

- Have learners work in pairs. Each person mentions two uses of air.

Assessment for learning

Refer learners to practices 1 and 2 on pages 117-118 of the workbook for exercises.

Answers to workbook

Practice 1

Learners to colour the picture.

Practice 2

Learners to draw a boy and a girl flying kite.

LESSON 3: Parts of plants

Content standard

K1.6.5.1 Demonstrate understanding of the parts of plants and their functions.

Indicator

K1.6.5.1.5 Make art works with the elements of art.

Learning outcome: Learners will be able to identify the parts of plants.

Essential for learning: Learners have been seeing plants around the school compound.

New words: stem, roots, flowers, fruits.

Resources: crayons, pencils, plants, etc.

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

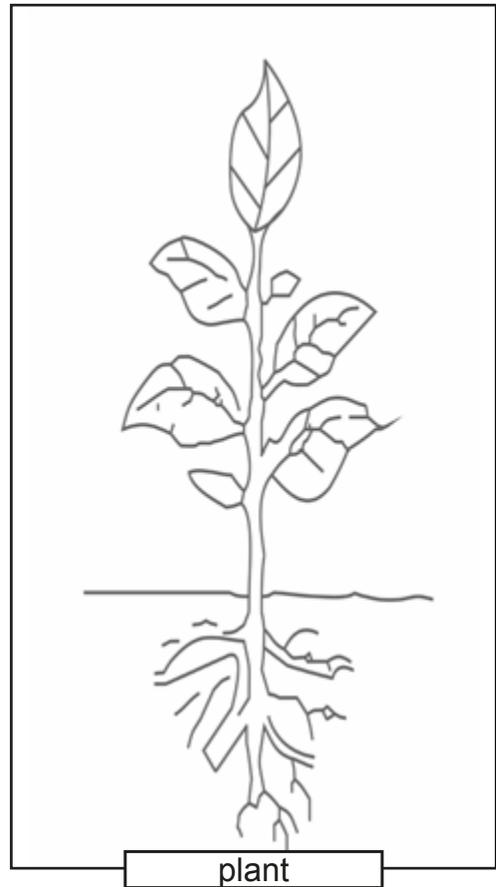
Warming up: Show the video to learners, refer to YouTube. (<https://youtu.be/cRhGOdqWllo>) "Farmer Plants the Seeds"

Main activities

Activity 1

- Put learners into groups of four. Give each group a young plant (make sure you take plants which are not harmful).

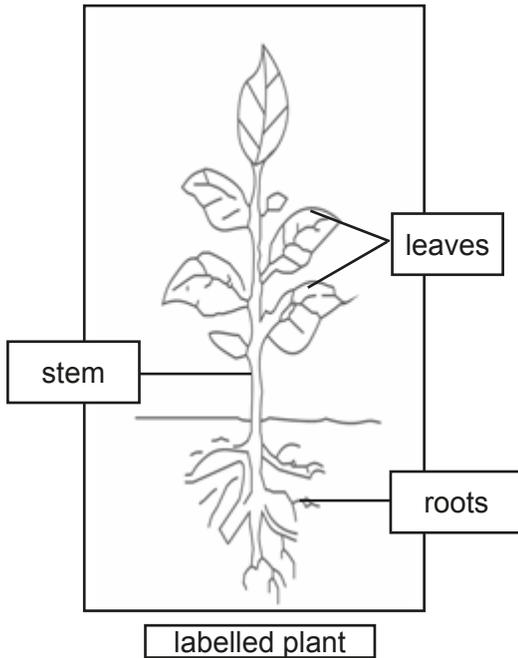
- Ask them to identify the parts. Let them use think-pair-share strategy.
- They should touch, observe and feel the plants.



Activity 2

- Ask whether they can come out with the names of parts of plants. If they are not able, introduce the names to them.
- Hold the parts, show it to them.
- Let them hold theirs and introduce the names to them.

- Write them on the board.



Activity 3

- Put learners into groups of five.
- Let them talk about the uses of plants. E.g.
 1. We use plants for shade.
 2. We use plants for food.
 3. We use plants for medicine.
 4. We use plants for building.

Activity 4

- Have learners draw a big tree on page 121.
- Guide them to make a collage of their drawing.

Review exercise

- Have learners display their artworks for others to appreciate

Assessment for learning

Refer learners to practices 1 and 2 on pages 119-120 of the workbook for exercise.

Answers to workbook

Practice 1

Learners to colour the plant.

Practice 2

Learners to draw the parts of a plant and colour.

Unit 10: Art in the immediate environment

WB:
pages
124-125

LESSON 1: 2D shapes

Content standard

K1.6.6.1 Demonstrate understanding of how plants grow.

Indicator

K1.6.6.1.5 Identify, observe and talk about art in the immediate environment.

Learning outcome: Learners will be able to observe and talk about their friend's artwork.

Essential for learning: Learners can draw 2D shapes.

New words: 2D shapes, 3D shapes, vegetables.

Resources: different shapes and sizes of 2D shapes vegetables, e.g. garden eggs, tomatoes. Fruits: oranges, banana, apples.

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI) .

Warming up: Have learners sing-song on shapes

“A circle is a shape
It has no corners (2x)
But it can roll, roll.”

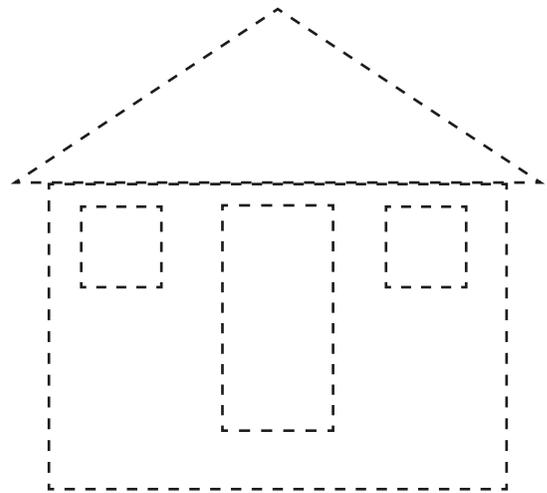
Main activities

Activity 1

- Revise the names of the 2D shape with learners.
Square.
Circle.
Rectangle.
Triangle.

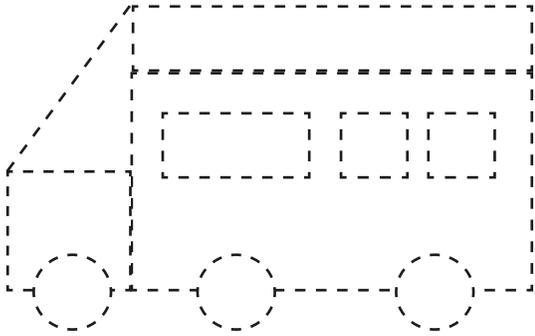
Activity 2

- Give out a picture of a house made of 2D shapes.
- Ask learners to identify the shapes of the roof, windows and the doors.



Activity 3

- Give pictures of a car made of 2D shapes.
- Have learners work in pairs. They identify the number of shapes used to make the car.



Review exercise

- Have learners work in groups of four.
- Give them shape of man to identify the shapes used to draw him.

Assessment for learning

Refer learners to practices 1 and 2 on pages 124-125 of the workbook for exercises.

Answers to workbook

Practice 1

1. triangle
2. square
3. rectangle

Practice 2

1. 3
2. 1
3. 3
4. 4

LESSON 2: 3D Objects

Content standard

K1.6.6.1 Demonstrate understanding of how plants grow.

Indicator

K1.6.6.1.5 Identify, observe and talk about art in the immediate environment.

Learning outcome: Learners will be able to observe, appreciate and talk about friends artworks.

Essential for learning: Learners can colour outlines of 3D shapes.

New words: 3D shapes, vegetables, fruits.

Resources: crayons, pencils, oranges, apples etc. outline of fruits and vegetables.

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Show video to learners. Refer to “Farmer Plants the Seeds” (<https://youtu.be/cRhG0dqWllo>)

Main activities

Activity 1

- Ask learners to mention some fruits that they know. E.g. oranges, mangoes, pawpaw, banana.

- Let them tell you the one that they like and why they like that particular one.

Activity 2

- Have learners mention some vegetables that they know, e.g. garden eggs, pepper, okro, cabbage etc.

Activity 3

- Put learners into groups of four.
- Give them an outline of one vegetable and one fruit to colour them.

Review exercise

- Display learners work on the board for others to observe, talk about and appreciate their artworks.

Assessment for learning

Refer learners to practices 1 and 2 on pages 126-127 of the workbook for exercise.

Answers to workbook

Practice 1

Learners to colour the vegetables.

Practice 2

Learners to draw mango and pineapple.

LESSON 3: Tools for farming

Content standard

K1.6.7.1 Demonstrate understanding of the types of soil.

Indicator

K1.6.7.1.4 Have learners use clay to mould objects e.g. farm tool and paint once it is dry and discuss their art works using positive language.

Learning outcome: Learners will be able to identify farm tools used by farmers.

Essential for learning: Learners know that some foods are produced by farmers. (e.g. yam, vegetables, fruits)

New words: cutlass, wheelbarrow, hoe, shovel and axe, Pick-mattock, Grab-hoe, Spade, Spading fork, Light hoe.

Resources: cutlass, hoe, crayons, pencils, etc.

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Show the video to learners, refer to “Farmer Plants the Seeds.”

(<https://youtu.be/cRhGOdqWllo>)

Main activities

Activity 1

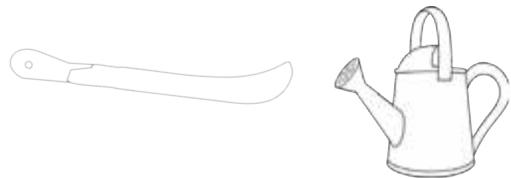
- Show a picture of a farmer to learners.
- Let them tell you what they know about a farmer.

Expect answers like

1. They produce goods like cocoa, cashew for export.
2. They produce foodstuff, e.g. yam, maize, fruits, vegetables.

Activity 2

- Show pictures of farm tools to learners.



- Let them mention their names and uses.
1. Cutlass is used for weeding, cutting down trees, cutting plantains etc.
 2. Hoe is used for weeding, making mounds for yams.

Activity 3

- Give out an outline of a hoe to learners in groups of four to colour.

Review exercise

Display the groups work for others to talk about them.

Assessment for learning

Refer learners to practices 1 and 2 on pages 128-129 of the workbook for exercises.

Answers to workbook

Practice 1

Colour the tools.

Practice 2

Draw and colour one tool.

LESSON 4: Sources of light

Content standard

K1.6.8.1 Demonstrate understanding of the sources of light for day and night.

Indicator

K1.6.8.1.5 Identify, observe and talk about art in the immediate natural and manmade environment.

Learning outcome: Learners will be able to talk about the different sources of light.

Essential for learning: Learners use different types of light to study at home.

New words: natural, artificial, sources, light, flashlight.

Resources: flashlight, candle, bobo, pictures of stars, moon, sun.

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Show a video of a song on the Sun from youtube to learners. "Mr. Sun, Sun, Mr. Golden Sun"
<https://youtu.be/hlzvrEfyL2Y>

Main activities

Activity 1

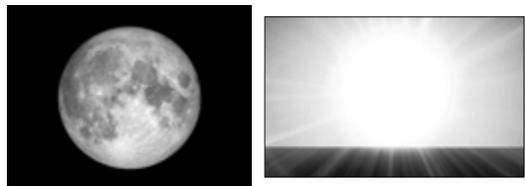
- Put learners into groups of five.
- Ask learners to discuss these questions.

1. What makes you see during the day?
2. What makes you see during the night?

Have learners share their answers with the class.

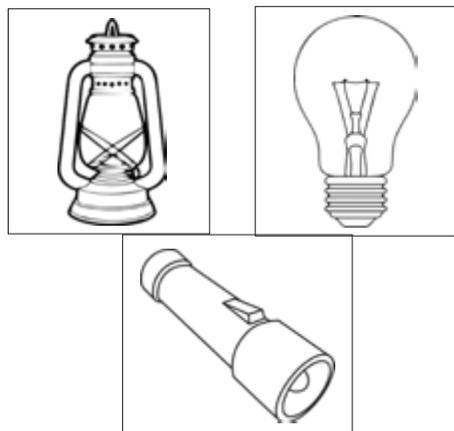
Activity 2

- Still, in their groups, ask learners this question:
 1. When do we see the star and the moon? (in the night)
- Let learners know that, the stars, the moon and the Sun are known as **Natural sources of light.**
- Have learners share their experiences with the natural lights



Activity 3

- Display the artificial light on your table for learners to identify their names. Bobo, lantern, bulb, candle, flashlight etc.



- Have learners talk about them and share their experiences with the artificial lights.

Activity 4

- Give cut-out shapes of natural and artificial light to learners in groups.
- Let learners group different lights according to natural and man-made sources.

Review exercise

- Have learners work in pairs.
- They draw one artificial or natural light and colour.
- Let them display their work for others to appreciate.

Assessment for learning

Refer learners to practices 1 to 4 on pages 130-133 of the workbook for exercise.

Answers to workbook

Practice 1

man made light - 2, 3, 6.

natural lights - 1, 5, 4.

Practice 2

Learners to colour the pictures.

Practice 3

Learners to colour the pictures.

Practice 4

Draw one man made source of light.

LESSON 5: Weather conditions in Ghana

Content standard

K1.6.9.1 Demonstrate understanding of changing weather conditions and seasons.

Indicator

K1.6.9.1.5 Identify, observe and talk about art in the immediate environment.

Learning outcome: Learners will be able to identify, observe and talk about art in the immediate environment.

Essential for learning: Learners have been playing during good weather conditions.

New words: cloudy, sandy, windy, rainy, weather.

Resources: pictures showing the four different weather conditions. (cloudy, rainy, sunny, windy)

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Have learners sing “rain rain go away”.

Main activities

Activity 1

- Show pictures of the different weather conditions to learners.

- Let them identify their names.



windy



rainy



sunny

Activity 2

- Put learners into groups of five.
- Give each group pictures of the weather.
- Let learners talk about the artwork and the beauty of each of them.

Activity 3

- Take the pictures one by one and let learners tell you what they do during each weather condition. E.g.

Windy – we run home.

Rainy – we go inside our rooms.

Sunny – we play outside.

Cloudy – we run home.

Activity 4

- Have learners work in pairs. They draw one weather they like and colour it.

Review exercise

- Have learners work in pairs.
- They do charade depicting what they do on different weather conditions.

Assessment for learning

Refer learners to practices 1 to 3 on pages 134-136 of the workbook for exercises.

Home project

Refer learners to page 137 of the workbook. They are to mould a pencil and an orange using clay.

Answers to workbook

Practice 1

1. sunny
2. rainy

Practice 2

1. wind
2. windy

Practice 3

Learners draw one weather condition.

7

Strand:

**My global
community**

Unit 11: **Art in the natural and man-made environment (2)**

WB:
pages
140-141

LESSON 1: **Types of transport**

Content standard

K1.7.1.1 Demonstrate understanding of different ways we connect and communicate with the global world.

Indicator

K1.7.1.1.4 Using conversational poster, have learners draw their favourite type of transport and compare their art works using positive language.

Learning outcome: Learners will be able to talk about the various means by which we connect with the international community.

Essential for learning: Learners have been talking on their parents and siblings mobile phones.

New words: communication, connecting, global, community, aeroplane, train.

Resources: pictures aeroplane, cars, train, mobile phone.

Core competences:

Communication and collaboration (CC). Personal Development and Leadership (PL). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

Warming up: Play a music video clip on aeroplanes from youtube to learners and have them sing along.

https://youtu.be/C9Z_YgbOLnY

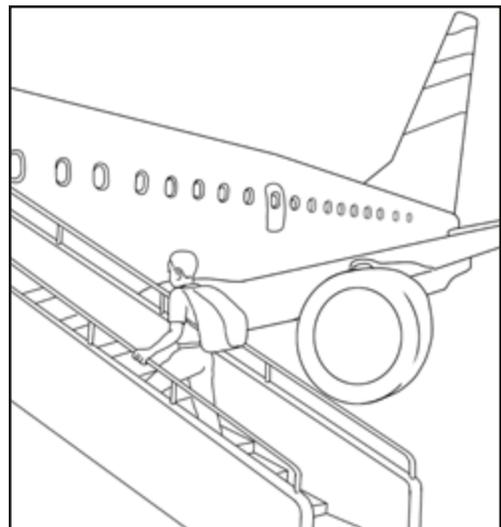
Main activities

Activity 1

- Put learners in groups of five. Let them talk about the ways and means of transportation in Ghana. (by air, car, trotro, motorbike, bicycle etc.).
- Let them tell you how they come to school.

Activity 2

- Still, in their groups, let learners tell you the means of transportation if one wants to travel to the USA or Japan. (they use aeroplane).



Activity 3

- Have learners work in pairs.
- They draw themselves boarding aeroplane to Dubai.

Review exercise

- Have learners display their artwork for others to appreciate them.

Assessment for learning

Refer learners to practices 1 and 2 on pages 140-141 of the workbook for exercises.

Home project

Refer learners to page 142 of the workbook. They are to use clay to mould their dream car.

Answers to workbook

Practice 1

Learners to colour the aeroplane.

Practice 2

a) Learners to colour the picture.

b) I can see

1. a train;
2. man holding a bag entering a train;
3. man;
4. bag.

GLOSSARY

A

3D shapes a three-dimensional shape can be defined as a solid figure or an object or shape that has three dimensions

Accidents an event that happens by chance, especially a harmful one

Admire to look at with delight, wonder, and approval.

Air the mixture of gases that surrounds the earth.

Apple a firm, round fruit with juicy white flesh and red, green, or yellow skin.

Appreciate to be grateful for or to. Artificial made by human beings; not natural.

Axe a tool that has a heavy metal blade and a long handle and that is used for chopping wood

B

Banana a long curved fruit with a thick peel that is yellow when it is ripe

Belief agreement with the truth of something.

Birthday the day when someone was born or the anniversary of that day

Blunt having an edge or point that is not sharp.

Breathe take air into the lungs and then expel it.

C

Chief a leader or ruler of a people or clan.

Celebration anything that is planned or done in order to honor something.

Church a building for Christian worship.

Circle a closed curve made up of points that are all the same distance from a fixed center point.

Clappers a person or object that claps or produces a clapping sound.

Cloudy weather condition with a lot of clouds.

communication the sharing or exchange of messages, information, or ideas.

Connect to join together; link.

Community a particular area where a group of people live.

Cultures the language, customs, ideas, and art of a particular group of people.

Cutlass a short, thick sword with one cutting edge and a curved blade.

D

Dance to move the feet and body in a rhythmic way, usually to music.

Dangerous likely to cause harm; not safe.

Designs to make or draw plans for the structure or form of.

Different not the same; not alike.

Domestic of or related to the home or family.

Drum a container shaped like a cylinder, such as a barrel or a machine part

E

Everywhere in every place; in all places.

Eyes to observe or watch narrowly.

F

Farmer a person who owns or runs a farm

Flag a piece of cloth, in the shape of a rectangle or triangle, with colors and designs

Flashlight a small lamp or light that is held in the hand and powered by batteries.

Flowers the part of a plant that has petals and that makes fruit.

Flutes a woodwind instrument with a high pitch.

Food anything that contains nutrients and is eaten by living creatures in order to maintain life, health, and growth.

Fruits the part of a plant that has seeds and flesh.

G

Global having to do with the whole earth.

Grab to take hold of suddenly or with force; snatch.

H

Hands the part on the end of the human arm.

Hard not soft; solid; firm; tough.

Harmful causing or likely to cause harm; dangerous.

Hoe a garden tool with a thin, flat blade at the end of a long handle.

Hospital a place where sick or hurt people go to find care or help.

I

Independence freedom from outside control.

Instruments a tool or mechanical device used for special work.

J

Judgement an opinion formed after carefully studying all of the information.

L

Lagoons a shallow body of salt water by the sea.

GLOSSARY

Leaders someone or something that leads others

Legs one of the body parts of an animal or human that is used for standing and walking.

Light not heavy, full, intense, or powerful

M

manners a way of doing something

Market a place where goods are sold.

Materials anything used for building or making something else.

Mosque a Muslim place of worship.

Music a work of art that can be played or sung.

Name a word or group of words by which something or someone is known.

N

National specific to or characteristic of one particular nation.

Natural existing in nature and not made or caused by people.

Nose the part of the face on people and certain animals through which they breathe and smell.

Nurse a person who is trained to care for sick and injured people.

O

Occupation the work a person does to earn a living

Orange a round fruit with a reddish yellow peel.

P

Paint coloring material used in the art of painting pictures.

Palace the official home of a king or queen or other persons of high rank or authority.

Patterns an arrangement of shapes, lines, letters, numbers, or colors that can be repeated or used again and again.

Police station the office of the police within a certain area.

Polite showing good manners or being thoughtful of others

Post office an office or building where mail is received and sorted and where stamps are sold.

R

Rainy having much rain.

Rectangle a flat, closed figure with four straight sides, four right angles, and opposite sides parallel to each other.

River a large natural stream of water flowing in a particular course toward a lake, ocean, or other body of water.

Roots the part of a plant that usually grows underground

Rough having an uneven surface; not smooth.

S

Safe free from the risk of harm.

Sandy full of or covered with sand

Sea the salt water that covers much of the Earth's surface

Setting the place and conditions in which something happens or exists.

Shakers someone or something that moves in a certain way

Shape an ordered or organized form.

Sharp having a thin edge or a fine point.

Shovel a large scoop with a long handle used for digging.

Shrine a sacred place or object that is devoted to some holy person or god.

Sizes a measure of largeness or smallness according to a numbered scale.

Smooth having a flat, even surface.

Soft easy to bend or to shape.

Sort to place or separate into groups or types.

Sources the start or cause of something.

Spade a tool with a heavy metal blade attached to a handle that is used for digging.

Special different from what is normal or usual .

Square a four-sided shape that is made up of four straight sides that are the same length and that has four right angles.

T

texture the way that something feels when you touch it

Tools something (such as a hammer, saw, shovel, etc.) that you hold in your hand and use for a particular task.

Train a connected series of railroad cars.

Triangle a shape that is made up of three lines and three angles

W

Weather the temperature and other outside conditions (such as rain, cloudiness, etc.) at a particular time and place.

Well a deep hole made in the ground through which water can be removed.

GLOSSARY

Wheelbarrow a cart with two handles, a large bowl, and usually one wheel that is used for carrying heavy loads of dirt, rocks, etc.

Wild of an animal or plant living in nature without human control.

Windy having a lot of wind.

ESSENTIAL

**Creative Arts
Kindergarten 1**

Teacher' Guide



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