



**LAGOS STATE GOVERNMENT
MINISTRY OF EDUCATION
UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS**

CULTURAL AND CREATIVE ARTS SCHEMES OF WORK

ART AND CRAFT

PRIMARY TWO

THIRD TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1 & 2	READINESS TEST COLORING FUNCTIONAL ART WORKS	By the end of the lesson, pupils should be able to: Enumerate several functional art works in/outside the classroom. e.g. mat, pot, basket, chair, etc.; draw at least three functional art works; apply suitable colours on the object drawn.	Pupils as a class, identify functional art work presented by the teacher. Pupils in small groups, draw at least three functional art works. Each group apply suitable colours on the objects drawn.	Communication/collaboration, critical thinking and problem solving, leadership and personal development, creativity/ imagination.	Audio Visual resources: Diagram showing real functional art works, pencils crayon, drawing etc Web resource: https://youtu.be/90wdA6pxLZY
3 & 4	FESTIVALS	By the end of the lesson pupils should be able to: explain what is festival; list examples of festivals and where they are practiced; enumerate the things associated with festivals.	Pupils as a class, watch a video clip to learn the meaning of festival. Pupil as individual, give example of festival and where they are practiced. Pupils in groups, discuss things associated with festival.	Communication/collaboration, critical thinking personal development, leadership, citizenship	Audio visual resources: costumes, accessories worn and used during festival. Pictures of some costume. Web resources: https://youtu.be/sCjOzZdzdi8 https://youtu.be/eBGyc09Z2Q
5	TRADITIONAL FESTIVALS	By the end of the lesson, pupils should be able to: explain traditional festival; State examples of traditional festival and where they are practiced; list the things associated with traditional festival; list the value associated with traditional festival.	Pupils as a class, watch a video clip to learn the meaning of traditional festival. Pupils in pairs, state examples of traditional festival and where they are practiced. Pupils in small groups, discuss things associated with traditional festival.	Communication/Collaboration, critical thinking and problem solving leadership and personal development	Audio Visual Resources: Costume, accessories used during the festival etc. Web resources: https://youtu.be/x-UmBw-slCg https://youtu.be/sCjOzZdzdi8
6	THE TREBLE STAFF	By the end of the lesson, pupils should be able to: explain what is treble staff; list the uses of treble staff; sing songs about education e.g. "Eko dara pupo"; draw the treble clef on the staff.	Individual pupil, attempts the meaning of treble staff and discuss in the class. Pupil as individual, identifies and explains uses of treble staff. Pupils as class, brainstorm and sing songs about education. Pupil in small groups, draw clef on the staff.	Communication/Collaboration Leadership and personal development creativity	Audio Visual Resources: Music manuscript, books, pencils, Eraser etc Web resources: https://youtu.be/GKff-hZnAVM
7.	TEST/MID-TERM/OPEN DAY				
8.	THE BASS STAFF	By the end of the lesson, pupils should be able to: explain what is bass staff; list the use of bass staff; sing song about assembly e.g. "The day is bright"; draw the bass clef on the staff.	Whole class, discuss and explain the meaning of bass staff Pupil as pairs, list use of bass staff. Pupil as class, sing songs about assembly "The day is bright". Pupil as individual, draw clef on the staff.	Communication/Collaboration Leadership and personal development creativity	Audio Visual Resources: Music note, music manuscript, pencils eraser Web resources: https://youtu.be/oEZEoZpc8b4 https://youtu.be/fBFcyyDZR7g

9 & 10.	MELODIC PATTERNS OF TRADITIONAL SONG	By the end of the lesson, pupils should be able to: Identify and explain melodic pattern of a music; create exercise, using the modulator; compare a simple melody using solfa.	individual pupil identify and explain melodic pattern of music . Pupils in small groups, creates exercise activities, using the modulator, Pupils as a class, discusses simple melody using solfa.	Communication/Collaboration, personal development, leadership Critical thinking and creativity	Audio Visual Resources: Notebook music, manuscript, chalkboards, modulator chart Web Resource: https://youtu.be/IN-VZbkpiAI
11.	REVISION				
12 & 13.	EXAMINATIONS				