



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

CULTURAL AND CREATIVE ARTS

CCA

PRIMARY THREE

SECOND TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED SKILLS	LEARNING RESOURCES.
1.	Introduction to modelling e.g. objects like pot, cups, etc with papier mache.	By the end of the lesson, students will be able to: relate the definition of modelling with paper, mention the materials used for modelling, highlight the method and steps to follow in modelling with papier mache, model the different objects e.g. cups, plates, animals like lizard etc.	Pupils as a class, sing a song about moulding or modelling e.g. Iwo la mokoko, aye e mi o, Oluwa mo mi, mo mi bi ose fe. Pupils as a class, watch a video of modelling. Pupils in small groups, highlight the materials needed for modelling and mould different objects as instructed by the teacher.	Communication and Collaboration. Leadership and personal development.	AUDIO -VISUAL RESOURCES. Pencils, drawing books, colours, Old newspaper, scissors, starch, mould, water. Video clip of modelling. WEB RESOURCES https://lessonplan.edudelight.com/modeling-i-papier-mache-or-papier-mache/
2.	Singing tonic solfas of twinkle twinkle little stars and some matching songs.	By the end of the lesson, students will be able to: repeat the musical sound pronounced by the teacher correctly, sing the tonic solfas of the given songs correctly, sing the text, follow its tonic solfas.	Whole class, sing the scales ascending and descending in different keys with help of the teacher. Also, Sing the tonic solfas of twinkle twinkle little star, then the text: i.e. d: d: s: s / l: l: s:- / f: f: m: m / r: r: d:- / s: s: f: f / m: m: r:- / s: s: f: f / m: m: r:- / d: d: s: s / l: l: s:- / f: f: m: m / r: r: d:- //	• Creativity and imagination, communication and collaboration, leadership and personal development	AUDIO-VISUAL RESOURCES. Drums, Piano, keyboard. Cd's player machine to play children songs and rhymes. WEB RESOURCES https://m.youtube.com/watch?v=17eUFGgTg40
3.	Traditional fabrics and dresses.	By the end of the lesson, pupils should be able to: identify the traditional fabrics of each culture of Nigerian languages, appreciate their cultural heritage in terms of their traditional dresses, state the occasions where each fabric is used and their importance.	Pupils as a class, sing a song on promoting "Nigerian unity e.g. Nigeria yi ti Gbagbo wa ni. Pupils In groups using their languages, mention their different traditional wears and present to the class. Pupils in groups display and demonstrate their traditional regalia on their cultural Day.	Citizenship. Communication and Collaboration.	AUDIO- VISUAL RESOURCES Charts and pictures of Nigerian cultural wears. Cultural and Creative Art Text Books. Samples of Traditional Fabrics and Dresses "aso oke", "adire", "akwete", "buba and iro", "isiagu". WEB RESOURCES https://www.encyclopedia.com/fashion/encyclopedias-almanacs-transcripts-and-maps/traditional-dress

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4.	Musical notes and their values.	By the end of the lesson, pupils will be able to: identify the different musical notes with their shapes, watch each note with its own values and rest signs, clap each of their beats or counts correctly, plot a table containing each note with their different names, values, beat number and rest signs with the assistance of the teacher	Pupils as a class, sing a song of scale. E.g. Doh, a deer, a female deer and some other rhymes. pupils in groups, identify each note by reciting the notes with their, names, values and numbers of counts and share with the class. Pupils in small groups creatively clap to the note according to the beat . Same groups plot their own tables as class work.	Critical thinking problem solving, Creativity and imagination.	AUDIO-VISUAL RESOURCES Music Manuscript books, textbooks, pencil, ruler and erasers. Drums, Piano, Keyboard etc. WEB RESOURCES https://en.wikipedia.org/wiki/Note_value
5.	Methods of modelling objects with clay plastering.	By the end of lesson, pupils will be able to: Describe what clay is, mention the methods of modelling with clay, demonstrate the different methods of modelling to mould objects like cup, pot, animals etc, with clay.	Pupils as a class, sing a song about modelling e.g. Iwo lamokoko, aye mi o. pupils in small groups, give the definition of clay, discuss the different methods of modelling with clay, then present it to the class. individual pupil ,mould clay object from home.	Critical thinking and problem solving. Communication and collaboration.	AUDIO-VISUAL RESOURCES Text Books of Cultural and Creative Art. Clay plaster, wooden boards, spatulas, blunt knives, string, water, moulds. WEB RESOURCES http://www.lakesidepottery.com/HTML%20Text/Methods%20of%20Handbuilding.htm
6.	Importance of Traditional Dresses e.g. iro and Buba, Aso Oke, Adire, "Tar_shara and Hula" etc	By the end of the lesson, students will be able to: identify the traditional wears of different tribes in Nigeria i.e. Yoruba, Hausa, Igbo, etc, outline some of the traditional wears and their importance to different cultures. e.g. Babariga", "buba and iro", " sokoto", "yar-shar and hula".	Pupils as a class, sing a song about cultural cloth wearing e.g. "Laye oLugbon, mo ke'borun meje eo maa fi "we lorin etc. Pupils as a class, watch video clips of the Nigerian traditional wears with some illustrations provided by the teacher. Pupils, In language groups, identify and mention the different traditional clothes they wear in different occasions and share with the class. Pupils in small groups, outline some of the importance of traditional wears .	Citizenship. Communication and Collaboration. Leadership and personal Development.	AUDIO-VISUAL RESOURCES Cultural and Creative Art Textbooks. Samples of traditional Fabrics and Dresses "aso oke", " adire", "akwete", " buba and iro", " isiagu". Video clips of traditional wears in Nigeria. WEB RESOURCES https://www.encyclopedia.com/fashion/encyclopedias-almanacs-transcripts-and-maps/traditional-dress
7.	MID-TERM/OPEN-DAY				
8.	Musical notes: Rhythmic Clapping.	By the end of the lesson, pupils will be able to: identify each note with their numbers of counts or beats, clap different music with their accurate timing.	Pupils as a class sing the Nigerian National Anthem, clapping along as they sing. Pupils In small groups, clap some music and present the clapping in the general class, with the teacher's assistance.	•Creativity and Imagination. Communication and Collaboration. Leadership and Personal development.	AUDIO-VISUAL RESOURCES Pictures and Charts of musical notes. Music textbooks, pencils, eraser, music notebooks and music manuscripts. WEB RESOURCES https://en.wikipedia.org/wiki/List_of

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Fashion accessories.	By the end of the lesson, pupils will be able to: relate the meaning of fashion. Accessories, summaries the types of traditional accessories and their importance to fashion.	Pupils as a class, sing a song about beauty and dressing in accordance with contemporary fashion. E.g. laye olugbon, mo ke 'borun meje, e o maa fiwe lorin, laye areas, mo ra 'borun mefa.... Pupils in pairs mention some fashion accessories e.g. beaded jewellerys, corals, combs, walking sticks, crowns etc. Pupils in small groups, relate the importance of traditional fashion accessories to the modern day fashion accessories.	Citizenship. Communication and collaboration Leadership and personal development.	<u>musical symbols</u> AUDIO-VISUAL RESOURCES Beaded, jewellerys, coral, combs, walking sticks, crowns. Textbooks of CCA. WEB RESOURCES https://www.encyclopedia.com/fashion/encyclopedias-almanacs-transcripts-and-maps/art-and-fashion
10. Musical notes. Introduction to notation.	By the end of the lesson, pupils will be able to: construct musical notes on lines and spaces of the treble and bass staves, correctly, match musical notes with their rest signs drawn.	Pupils, individually sing a song about hard work e.g. A e mura, e mura sise o, ise loogun ise. Pupils in pairs, recite the letter name of lines and spaces of both the treble and bass staves, using the new acronyms they created. Pupils in small groups draw specific notes on stated lines and spaces, as class work. Same groups also draw five semibreves on line B of the treble staff and five Minims in space A of the bass staff, etc.	Creativity and imagination. Critical thinking and problem solving.	AUDIO-VISUAL RESOURCES Music notebooks, music manuscripts, books, erasers, pencils. Piano, keyboard, Drum. WEB RESOURCE https://en.wikipedia.org/wiki/Note_value
11. Costume. Make-up in Drama.	By the end of the lesson, pupils will be able to: Demonstrate the meaning of costume. Classify the types and functions of costume.	Pupils as a class, sing a fashion song. E.g. Ma ji maa we, maa sooge o, 2x olofofo ko we mo, e waa we'sin onidoti o, ma ji maa we maa so ge. Pupils in small groups, highlight the different types of costume, accessories, functions of costume and share with the class. Pupils In small groups, demonstrate how to make up and present to the class.	Creativity and imagination. Communication and collaboration.	AUDIO-VISUAL RESOURCES Pictures of make-up accessories. Powder, lipstick, wig, eye pencil, native chalk, etc. Beaded jewellerys, corals, combs, walking stick. WEB RESOURCES https://www.google.com/url?sa=t&source=web&rct=j&url=https://fashion-
12.	Revision.			
13.	Examination.			

Achievement Standards: