



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

**CULTURAL AND CREATIVE ARTS
THIRD TERM**

CCA	PRIMARY THREE		THIRD TERM		
WKS	TOPICS.	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1.	Creating a drama sketch from a story.	By the end of the lesson, pupils should be able to: present a short and interesting story on any of the given theme: Team-work, Patriotism and Dignity of Labour, write/screen a short play, using any of the given theme.	Pupils as a class, Sing a song about team work. e.g. Nigeria yi ti gogbo wa ni. Pupils in a small group, think of a short story with any of the given themes. Create a short play with the story and present to the class.	Critical thinking and problem solving. Leadership and personal development Communication and collaboration Role Playing.	AUDIO- VISUAL RESOURCES DVDs or VCDs, television. Textbooks, notebooks, pencils, erasers/cleaner. WEB RESOURCES https://www.nairaland.com/1477218/drama-sketch-story-integrity https://en.wikipedia.org/wiki/Sketch_story
2&3	Types of lines. Uses of Lines.	By the end of the lesson, pupils should be able to: describe what lines are, outline the names and uses of different lines, draw the lines, distinguish between the different types of lines, state the uses of the lines.	Pupils as a class mention the common lines they have seen and they know. Pupils as small groups, draw the identified lines and discuss their uses.	Critical thinking and problem solving. Communication and collaboration Creativity and imagination	AUDIO-VISUAL RESOURCES Textbooks and Magazines on CCA. Cardboards, papers, markers, drawing books, pencils, colours. WEB RESOURCES https://yourartpath.com/types-of-line-in-art-meaning
4.	Musical notes	By the end of the lesson, pupils should be able to: recall musical note definition, identify the different musical notes, match each of the notes with its value.	Pupils as a class, sing the tonic solfa of nursery rhymes e.g. baa, baa black sheep. d: d/ m: s/ l:t. d:l/ s:-/ f: f/ m: m/ r:r. r/ d:-/ s: s.s/ f: f/ m: m.m/ r:-/ s: s.s / f.s: l.f/ m: r.r/ d:-// Pupils as a small group, identify the notes e.g. minim, quaver, crotchet etc and memorize their values. Individual pupils, draw musical notes.	Critical thinking and problem solving. Communication and collaboration.	AUDIO-VISUAL RESOURCES Pencils, notebooks, music manuscripts books, erasers and textbooks. WEB RESOURCES https://en.wikipedia.org/wiki/Note_value
5	Musical notes, values and rest signs.	By the end of the lesson, students will be able to: recall what music and musical notes are, expatiate on musical notes and their values, analyse rest signs are and their equivalence with each note.	Pupils In small groups, identify the rest signs. Differentiate between musical notes and rest signs. Pupils in pairs match the different note with their rest signs. Whole class Clap to different beat of musical	Critical thinking and problem solving. Creativity and Imagination.	AUDIO-VISUAL RESOURCES Pencils, erasers, music manuscripts, books, charts, showing the drawing of pictures of the

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			notes in groups as given by the teacher.		musical notes. WEB RESOURCES https://en.wikipedia.org/wiki/Note_value
6.	Drawing	By the end of the lesson, students should be able to: explain the meaning of drawing, list the different types of drawing, distinguish the uses of drawing.	Pupils as a class, brainstorm the meaning of drawing. Pupils as a class, watch a video clip provided by the teacher on how to draw. Pupils In small groups, compare and contrast between the different types of drawing and share with the class. Pupil individually, draw different types of objects e.g. still life, nature, imaginative, and life drawing. Pupils in pairs, distinguish the uses of drawing and share with the class.	Critical thinking and problem solving. Digital literacy. Creativity and imagination	AUDIO-VISUAL RESOURCES Posters and Pictures of different types of drawings. Real drawing of objects with colours, Pencil, erasers, etc. WEB RESOURCES https://www.google.com/search?q=Cultural+and+Creative++Drawing+and+types&client=ms-opera-mini-android&channel=new
7	MID-TERM/OPEN-DAY				
8&9	Methods of moulding	By the end of the lesson, students should be able to:	Pupils as a class, highlight the materials used for moulding.	Critical thinking and problem solving. Communication and collaborations	AUDIO-VISUAL RESOURCES Posters, charts of materials moulded with Clay, spatulas, plastering, knives, water, moulds. WEB RESOURCES http://www.lakesidepottery.com/HTML%20Text/Methods%20of%20Handbuilding.htm
	objects.	summarize the meaning of modelling, apply the methods of moulding correctly, mould objects, like cup, pot, bucket, etc on their own.	Pupils in small groups, mention things that can be moulded. Compare various methods of moulding and discover the one they prefer to use. Pupils in groups, mould the materials instructed by the teacher, with these methods and present to the general class.		
10	Introduction to recorder playing.	By the end of the lesson, students should be able to: Classify the Recorder correctly, among the western musical instruments. (woodwind), name the different parts of the recorder, identify the letter name of notes of the recorder, match the notes with the letters of the lines and spaces of the staff.	Pupils as a class, Sing the Nigerian national anthem. Pupils as small groups identify the parts of the recorder: the head joint, the middle joint and the tail joint. Also Identify different notes on the recorder and check the position on the staff.	Communication and collaboration	AUDIO-VISUAL RESOURCES Descant recorder, a chart showing a recorder then a piano. WEB RESOURCES http://www.lakesidepottery.com/HTML%20Text/Methods%20of%20Handbuilding.htm
11	Fashion accessories, singing songs about	By the end of the lesson, students should be able to: define fashion accessories	Pupils as a class sing a song of cleaning ness e.g.: we ki o mo, ge kanna re... Pupils as small groups,	Communication and collaboration.	AUDIO-VISUAL RESOURCES Posters and pictures of the

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	wearing clothes that are morally beautiful.	with examples, outline the different types of fashion accessories e.g. beaded jewellerys, comb, walking stick, analyse the importance of accessories to humans.	Mention the different fashion accessories. Pupils In small groups, discuss the ways of application and present to the general class.		different accessories. Real object jewellery beads, etc. WEB RESOURCE https://lessonan.edudelight.com/types-and-importance-of-traditional-fashion-accessories/
12	Revision				
13	Examination.				

Achievement Standard: