



**LAGOS STATE MINISTRY OF EDUCATION**  
**UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS**  
**CULTURAL AND CREATIVE ARTS**

**ART AND CRAFT**

**PRIMARY FIVE**

**SECOND TERM**

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1.	Readiness test Introduction to Weaving using Paper	By the end of this lesson, pupils should be able to: identify some weaving objects in and outside the classroom; explain the meaning weaving; mention types of weaving; Weave a mat with strips of paper using plain weaver.	Pupils as a class, engage in gathering work in the class to identify different weaving objects. Pupils individually, define weaving and explain to the class. Pupils as individual, mention types of weaving. Pupils in small groups, weave a mat with stripe of paper using plain weaver.	Creativity and imagination, Communication and collaboration, Critical thinking and problem solving, Leadership and personal development.	Audio visual resources: Photograph, strips of paper, illustration, charts and hand looms, yarns, cardboard, gum, scissors etc. Web Resources: <a href="https://youtu.be/AWLly-Um_7-0">https://youtu.be/AWLly-Um_7-0</a>
2.	Mosaic	By the end of the lesson, pupils should be able to: identify some mosaic work in/outside the classroom; explain the meaning of mosaic; list materials and tools for making mosaic; Create mosaic to reflect on some happenings or topic like Covid19, cultism, rape, corruption etc.	Pupil as a class, engage in gathering work in the class to identify samples of mosaic work. Pupils as individual, define mosaic and explain to the class. Pupils as individual, mention materials and tools for making mosaic. Pupils in small groups, make mosaic on a topic e.g. corruption.	Communication/Collaboration, Creativity and imagination, Critical thinking and problem solving.	Audio Visual Resources: Broken bottles, Buttons, Beads, pencil, cardboard, glue, scissors, old calendar, seeds, sand. Saw dust etc. Web Resources: <a href="http://www.kids.com.au/kids-activities-and-games">www.kids.com.au/kids-activities-and-games</a> <a href="https://youtu.be/kr5Wo-6sQMg">https://youtu.be/kr5Wo-6sQMg</a>
3.	Music Notes and their values	By the end of the lesson, pupils should be able to: explain music notes; list examples of music notes; write the values of music notes; clap the rhythms of the music notes.	Pupils as individual, define music notes and explain to the class. Pupils as individual, list examples of music notes. Pupils in small groups, writes the values of music notes. pupils as individual, clap the rhythms of the music notes.	Communication and Collaboration, Leadership and personal development, Critical thinking and Problem-solving, Creativity and imagination.	Audio Visual Resources: Chalkboard, music, manuscript, piano, pencil, erasers, ruler etc. Web Resources: <a href="https://youtu.be/Yubkp79Weww">https://youtu.be/Yubkp79Weww</a> <a href="https://youtu.be/6Wlz0ca4hbs">https://youtu.be/6Wlz0ca4hbs</a>
4.	Creating Music with Solfa Notation	By the end of the lesson, pupils should be able to: identify and write value of solfa notation; Set words to solfa notation; Clap rhythm of the phrase set to music; Play the note on an instrument.	Pupils in small groups, identify and write value of solfa notation; Pupils as individual, set words to solfa notation. Pupils in small groups, clap rhythm of the phrase set to music. Pupils as individual, play the note on an instrument.	Critical thinking and problem solving, Creativity and imagination.	Audio visual Resources: Manuscripts, pencil, ruler, piano, notebook etc. Web Resources: <a href="https://youtu.be/kq1dxjbXjbXsx4">https://youtu.be/kq1dxjbXjbXsx4</a>
5.	Creating a Play with the theme of Honesty/ Integrity/ Right Attitude to Work	By the end of the lesson, pupils should be able to: explain the meaning of a given value e.g. honesty; integrity etc. in the class. create a play scenario based on the given theme; state the uses of drama in teaching values.	Pupils as individual, explains the meaning of given value. Pupils in small groups, create a play scenario based on the given theme, Pupils as a class, state the uses of dram in teaching values.	Communication and collaboration, Leadership and personal development, Creativity and Imagination Critical thinking and problem solving.	Audio visual Resource: Textbook, notebooks, drama on value, Web Resources:
6.	Dance Motifs	By the end of the lesson, pupils should be able to: explain motif in dance; state how motif can be applied to the study and practice of dance; list the importance of dance motifs.	Pupils as individual, explain motif in dance to the class, Pupils as a class, brainstorm on how motif can be applied to the study and practice of dance. Pupils in small groups, list the importance of dance motifs.	Communication and collaboration, Leadership and personal development, Creativity and imagination. Critical thinking and problem solving.	Audio visuals Resources: CDs, cassette players, VCD/DVDs, Television, phone etc. Web Resources: <a href="https://youtu.be/ScviAhsO-g0">https://youtu.be/ScviAhsO-g0</a>
7.	<b>TEST/MID - TERM/OPEN DAY</b>				
8.	Acting	By the end of the lesson, pupils should be able to: state the meaning of acting; explain who an actor is; mention five popular Nigerian actors;	Pupils as individual, define what is acting and explain in class. Pupils in small groups, discuss who an actor is. Pupils in small groups, mention five popular Nigerian actors.	Creativity and imagination. Communication and collaboration, Critical thinking and problem solving,	Audio Visual Resources: Textbooks, notebooks, VCDs, DVDs, Television, etc. Web Resources: <a href="https://youtu.be/LWYPsnsvuvQ">https://youtu.be/LWYPsnsvuvQ</a>

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		act a short (5) five minutes play.	Pupils in small groups, act short (5) five minutes play	Leadership and personal development.	
9.	Impersonation	By the end of the lesson, pupils should be able to: state the meaning of impersonation; explain the difference between impersonation and acting; demonstrate on how to impersonate.	Pupils as individual, state the meaning of impersonation to the class. Pupil in small groups, explain the differences between impersonation and acting. Pupils in small groups, brainstorm on how to impersonate and share with the class.	Creativity and imagination. Communication and collaboration, Critical thinking and problem solving, Leadership and personal development.	Audio Visual Resources: Pupils as a case study (funny character) chalkboard, notebook, film on television etc  Web Resources: <a href="https://youtu.be/gc1c-1nPdJsl">https://youtu.be/gc1c-1nPdJsl</a>
10	Developing Character in a Play	By the end of the lesson, pupils should be able to: explain how to develop their part in a play they are acting; mention basic tools of an actor; perform body and voice exercises.	Pupils as individual, explain to the class how to develop their part in a play they are acting. Pupils in small groups, mention basic tools of an actor. Pupils as class perform body and voice exercises.	Creativity and imagination. Communication and collaboration, Critical thinking and problem solving, Leadership and personal development.	Audio Visual Resources: Television, phone, magic board, textbook, notebook etc. Web Resources: <a href="https://youtu.be/Lh0BvYQJPEY">https://youtu.be/Lh0BvYQJPEY</a>
11.	<b>REVISION</b>				
12& 13.	<b>EXAMINATIONS</b>				