



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

**ART AND CRAFT**

**PRIMARY SIX**

**THIRD TERM**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1.	Readiness test Elements of Design	By the end of the lesson, pupils should be able to: examine the elements of design. list the elements of design. create an element of design.	Pupils in small groups, analyse and examine the elements of design. Pupils as a class, identify and list the elements of design. Pupils as individual, create an element of design.	Creativity and imagination, Communication and collaboration, Critical thinking and problem solving, Leadership and personal development,	Audio visual resources: Donkey bench, drawing board, Sketch pad Paper, pencil, eraser, crayon, chart of different types of elements of design Web resource: <a href="https://www.slideshare.net/Teacher-chambaz/the-elements-of-design-57698119">https://www.slideshare.net/Teacher-chambaz/the-elements-of-design-57698119</a>
2.	Definition of Music	By the end of the lesson, pupils should be able to: explain music and noise, discover sources of music; differentiate between noise and music.	Pupils as a class, sing a song. Pupils in pairs, sing a song while others shout. Pupils in small groups, identify sources of sound and share with the class. Pupils in small groups, differentiate between noise and music.	Creativity and imagination, Communication and collaboration, Critical thinking and problem solving, Leadership and personal development,	Audio visual resources: Phone, CDs, Audio player, Video Player, Computer. Chart showing different types of singers Wooden clappers, gong, textbook Web resource: <a href="https://www.youtube.com/watch?v=XRjVioW3uxA">https://www.youtube.com/watch?v=XRjVioW3uxA</a> <a href="https://www.slideshare.net/marvin05/marvins-music-powerpoint-presentation#">https://www.slideshare.net/marvin05/marvins-music-powerpoint-presentation#</a>
3.	Definition of Drama and Theatre.	By the end of the lesson, pupils should be able to: explain the meaning of Theatre explain the meaning of Drama; differentiate between drama and theatre.	Pupils as a class, explain the meaning of theatre. Pupils as a class, explain the meaning of drama. Pupils in small groups, analyse the difference between drama and theatre.	Communication and collaboration, Critical thinking and problem solving, Leadership and personal development, Citizenship.	Audio visual resources: Picture of National theatre etc., DVDs, Phone, Picture of Nigerian actors and actresses. Web resource: <a href="https://www.youtube.com/watch?v=C7AF4APz4ks">https://www.youtube.com/watch?v=C7AF4APz4ks</a> <a href="https://www.youtube.com/watch?v=UeBkrEALyuv">https://www.youtube.com/watch?v=UeBkrEALyuv</a>
4.	Definition of Dance	By the end of the lesson, pupils should be able to: explain dance; examine the distinguishing features of various Traditional dances; perform a dance for a particular occasion in the school.	Pupils in pairs, explain the meaning with the class. Pupils as a class, examine the distinguishing features of various Traditional dances. Pupils in small groups, perform a dance for a particular occasion in the school.	Critical thinking and problem solving, Creativity and imagination, Leadership and personal development, Citizenship, Communication and collaboration,	Audio visual resources: Phone, CDs, Video Player of traditional dancers Computer. Chalk board/magic board Web resource: <a href="https://www.youtube.com/watch?v=s_xwwhwFuLc">https://www.youtube.com/watch?v=s_xwwhwFuLc</a> <a href="https://www.youtube.com/watch?v=Jhc8fE9-AsU">https://www.youtube.com/watch?v=Jhc8fE9-AsU</a>
5.	Impersonation	By the end of the lesson, pupils should be able to: discuss impersonation; explain the difference between impersonation and acting; impersonate a character.	Pupils in small groups, state the meaning of impersonation. Pupils as a class, differentiate between impersonation and acting. Pupils peer up to imitate a character.	Creativity and imagination, Critical thinking and problem solving, Communication and collaboration Leadership and personal development,	Audio visual resources: Funny pictures of actors. Textbooks Chalkboard/magic board Web resource:

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6.	Mode of Greeting	By the end of the lesson, Pupils should be able to: greet in three major Nigerian languages using time of the day; mention when and occasions to greet; discuss the benefits of greeting;	Pupils, in groups of three, greets in three major Nigerian languages one group Hausa, Igbo and Yoruba. Pupils as a class, deliberate when and occasions to greet. Pupils as a class, discuss the benefits of greeting.	Leadership and personal development, Creativity and imagination, Communication and collaboration, Critical thinking and problem solving,	Audio visual resources: Pictures or illustrations of different types of greeting. Web resource: <a href="https://www.youtube.com/watch?v=BOKz1_34mcA">https://www.youtube.com/watch?v=BOKz1_34mcA</a>
7.	<b>TEST/MID-TERM/OPEN DAY</b>				
8-11.	<b>REVISION</b>				
12&13.	<b>EXAMINATIONS</b>				

