



GRADE 10 FINE ARTS SCHEMES OF WORK FOR TERM 1

NAME OF THE TEACHER:.....

SCHOOL:..... YEAR:.....

Week	Lesson	Strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Questions	Learning Experiences	Learning Resources	Assessment	Reflection
1	1	1.0 Picture Making Techniques (2D Art)	1.1 Drawing	By the end of the lesson, the learner should be able to analyze the elements of 2D art in drawing.	How can perspective create an illusion of depth in a drawing?	Learner guided to use digital devices to source and study artworks focusing on line, shape, and texture ¹ .	Curriculum Design (2024) pg 3; Digital devices, Reference materials	Oral questions	
	2			By the end of the lesson, the learner should be able to analyze the value and colour in 2D art drawing.		Learner guided to explore value (tinting/shading) and colour (hue, value, intensity) in virtual environments ² .	Curriculum Design (2024) pg 3; Drawing paper, Pencils	Observation	
	3			By the end of the lesson, the learner should be able to analyze the principles of 2D art in drawing.		Learner guided to discuss balance, dominance, proportion, rhythm, and harmony in selected artworks ³ .	Curriculum Design (2024) pg 3; Artworks	Written quiz	
	4			By the end of the lesson, the learner should be able to visualize linear perspective from actual sources.		Learner guided to explore objects in the actual environment to visualize linear perspective ⁴ .	Curriculum Design (2024) pg 3; Outdoor environment	Observation	

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	5			By the end of the lesson, the learner should be able to draw objects in one-point perspective (Normal eye level).		Learner guided to draw angular objects in one-point perspective focusing on convergence lines and vanishing points ⁵ .	Curriculum Design (2024) pg 3; Rulers, Pencils	Portfolio	
	6			By the end of the lesson, the learner should be able to draw objects in one-point perspective (Bird's eye view).		Learner guided to draw objects from a bird's eye view emphasizing the single view point ⁶ .	Curriculum Design (2024) pg 3; Drawing books	Portfolio	
2	1			By the end of the lesson, the learner should be able to visualize two-point perspective in the environment.		Learner guided to explore objects in virtual sources to visualize the occurrence of two-point perspective ⁷ .	Curriculum Design (2024) pg 3; Digital devices	Oral questions	
	2			By the end of the lesson, the learner should be able to draw angular objects in two-point perspective.		Learner guided to draw angular objects emphasizing convergence lines and two vanishing points ⁸ .	Curriculum Design (2024) pg 3; Drawing paper	Portfolio	
	3			By the end of the lesson, the learner should be able to draw spaces in two-		Learner guided to draw interior or exterior spaces using two-point perspective techniques ⁹ .	Curriculum Design (2024) pg 3; Pencils, Erasers	Portfolio	

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				point perspective.					
	4			By the end of the lesson, the learner should be able to collect objects for a still life composition.		Learner guided to collectively gather a variety of objects for a still life arrangement ¹⁰ .	Curriculum Design (2024) pg 2; Various objects	Observation	
	5			By the end of the lesson, the learner should be able to set up a still life composition.		Learner guided to set up objects observing overlaps and size relationships ¹¹ .	Curriculum Design (2024) pg 2; Tables, Objects	Observation	
	6			By the end of the lesson, the learner should be able to apply sketching in a still life composition.		Learner guided to sketch the arranged objects focusing on proportion and composition ¹² .	Curriculum Design (2024) pg 2; Sketchbooks	Sketchbook review	
3	1			By the end of the lesson, the learner should be able to apply shading techniques (smudge) to a still life.		Learner guided to shade the drawing using smudge technique to show value and form ¹³ .	Curriculum Design (2024) pg 2; Charcoal/Soft pencils	Portfolio	
	2			By the end of the lesson, the learner should be able to add details to a still life composition.		Learner guided to add texture and fine details to the still life drawing ¹⁴ .	Curriculum Design (2024) pg 2; Drawing tools	Portfolio	

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	3			By the end of the lesson, the learner should be able to refine a still life composition.		Learner guided to refine the drawing, correcting tonal values and edges ¹⁵ .	Curriculum Design (2024) pg 2; Erasers, Pencils	Portfolio	
	4			By the end of the lesson, the learner should be able to make a portfolio folder.		Learner guided to use recyclable materials to make a portfolio folder for storage ¹⁶ .	Curriculum Design (2024) pg 2; Recyclable materials	Product assessment	
	5			By the end of the lesson, the learner should be able to organize artworks in a portfolio.		Learner guided to present the drawings in the portfolio for critique and feedback ¹⁷ .	Curriculum Design (2024) pg 2; Completed artworks	Portfolio	
	6			By the end of the lesson, the learner should be able to value drawing as a picture-making technique.		Learner guided to critique peer work and reflect on the drawing process ¹⁸ .	Curriculum Design (2024) pg 2; Journals	Self-assessment	
4	1		1.2 Painting	By the end of the lesson, the learner should be able to describe wash techniques of painting.	1. Why is the wash technique most appropriate for painting sceneries?	Learner guided to search sources to study samples of paintings done using wash techniques ¹⁹ .	Curriculum Design (2024) pg 4; Internet/Books	Oral questions	
	2			By the end of the lesson, the learner should be able to	2. How do flat and graded washes compare?	Learner guided to experiment with flat washes on paper using water colours ²⁰ .	Curriculum Design (2024) pg 40; Water colours, Brushes	Practical test	

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				experiment with flat washes.					
	3			By the end of the lesson, the learner should be able to experiment with graded washes.		Learner guided to experiment with graded washes to create tonal variation ²¹ .	Curriculum Design (2024) pg 40; Drawing paper	Practical test	
	4			By the end of the lesson, the learner should be able to make a viewfinder.		Learner guided to make a viewfinder using recycled paper ²² .	Curriculum Design (2024) pg 4; Recycled paper, Scissors	Product assessment	
	5			By the end of the lesson, the learner should be able to select sceneries for painting.		Learner guided to explore the environment and use the viewfinder to select sceneries focusing on composition ²³ .	Curriculum Design (2024) pg 4; Viewfinder	Observation	
	6			By the end of the lesson, the learner should be able to sketch a scenery for painting.		Learner guided to sketch the selected scenery focusing on foreground, middleground, and background ²⁴ .	Curriculum Design (2024) pg 4; Sketchpad	Sketchbook review	
5	1			By the end of the lesson, the learner should be able to paint the background of a scenery.		Learner guided to paint the background with emphasis on atmospheric effect ²⁵ .	Curriculum Design (2024) pg 40; Paints, Brushes	Portfolio	
	2			By the end of the lesson, the learner should be able to paint the		Learner guided to paint the middleground ensuring depth and colour value ²⁶ .	Curriculum Design (2024) pg 4; Water colours	Portfolio	

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				middleground of a scenery.					
	3			By the end of the lesson, the learner should be able to paint the foreground of a scenery.		Learner guided to paint the foreground details and dominance ²⁷ .	Curriculum Design (2024) pg 4; Brushes	Portfolio	
	4			By the end of the lesson, the learner should be able to describe brush-spraying techniques.		Learner guided to study samples of paintings done using brush-spraying techniques ²⁸ .	Curriculum Design (2024) pg 5; Reference images	Oral questions	
	5			By the end of the lesson, the learner should be able to design stencils for painting.		Learner guided to design stencils based on the theme of environmental conservation ²⁹ .	Curriculum Design (2024) pg 5; Stencil material	Observation	
	6			By the end of the lesson, the learner should be able to cut stencils for painting.		Learner guided to safely cut stencils for the brush-spraying process ³⁰ .	Curriculum Design (2024) pg 5; Cutters	Observation	
6	1			By the end of the lesson, the learner should be able to prepare for brush-spray painting.		Learner guided to set up workspace, mix paints, and prepare toothbrushes/brushes ³¹ .	Curriculum Design (2024) pg 40; Toothbrushes, Paint	Observation	
	2			By the end of the lesson, the learner should be able to apply		Learner guided to use stencils and spraying to create the first layer of composition ³² .	Curriculum Design (2024) pg 5; Stencils, Paint	Portfolio	

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				brush-spray technique (Layer 1).					
	3			By the end of the lesson, the learner should be able to apply brush-spray technique (Layer 2).		Learner guided to add subsequent layers focusing on colour contrast and harmony ³³ .	Curriculum Design (2024) pg 5; Stencils, Paint	Portfolio	
	4			By the end of the lesson, the learner should be able to create rhythm and movement in spray painting.		Learner guided to arrange stencils to create balance, rhythm, and movement in the composition ³⁴ .	Curriculum Design (2024) pg 5; Art supplies	Portfolio	
	5			By the end of the lesson, the learner should be able to finish a painting (Trimming).		Learner guided to trim the edges of the painting for a neat finish ³⁵ .	Curriculum Design (2024) pg 5; Cutting tools	Product assessment	
	6			By the end of the lesson, the learner should be able to finish a painting (Mounting).		Learner guided to window mount the painting for display ³⁶ .	Curriculum Design (2024) pg 5; Mounting board	Product assessment	
7	MID-TERM	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM
8	1			By the end of the lesson, the learner should be able to		Learner guided to display paintings and communicate	Curriculum Design (2024) pg 5; Display board	Peer review	

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				appreciate own and peers' paintings.		effectively during critique ³⁷ .			
	2		1.3 Collage	By the end of the lesson, the learner should be able to analyse the concept of collage technique.	1. How can the choice of materials affect durability?	Learner guided to explore virtual/actual collage artworks to identify characteristics like mixed-media and texture ³⁸ .	Curriculum Design (2024) pg 7; Digital devices	Oral questions	
	3			By the end of the lesson, the learner should be able to identify collage characteristics.	2. How can collage highlight pertinent issues?	Learner guided to discuss characteristics: textural effect, 3-D effect, painterly effect, juxtaposition ³⁹ .	Curriculum Design (2024) pg 7; Collage samples	Written quiz	
	4			By the end of the lesson, the learner should be able to collect materials for collage.		Learner guided to safely collect recyclable materials focusing on support and adhesives ⁴⁰ .	Curriculum Design (2024) pg 40; Recyclable papers	Observation	
	5			By the end of the lesson, the learner should be able to prepare materials for collage.		Learner guided to prepare collected materials (cleaning, sorting) ⁴¹ .	Curriculum Design (2024) pg 7; Cleaning materials	Observation	
	6			By the end of the lesson, the learner should be able to develop sketches for single media collage.		Learner guided to sketch a composition based on the theme of Animal Welfare ⁴² .	Curriculum Design (2024) pg 7; Sketchbook	Sketchbook review	

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9	1			By the end of the lesson, the learner should be able to create a single media collage (Background).		Learner guided to use paper to create the background focusing on painterly effect ⁴³ .	Curriculum Design (2024) pg 7; Paper, Glue	Portfolio	
	2			By the end of the lesson, the learner should be able to create a single media collage (Subject).		Learner guided to use paper to create the main subject (animal) using shapes and colour ⁴⁴ .	Curriculum Design (2024) pg 7; Paper, Glue	Portfolio	
	3			By the end of the lesson, the learner should be able to apply juxtaposition in single media collage.		Learner guided to apply juxtaposition and superimposition techniques ⁴⁵ .	Curriculum Design (2024) pg 7; Paper, Glue	Portfolio	
	4			By the end of the lesson, the learner should be able to finish a single media collage.		Learner guided to refine and secure loose edges of the paper collage ⁴⁶ .	Curriculum Design (2024) pg 7; Adhesive	Product assessment	
	5			By the end of the lesson, the learner should be able to develop sketches for mixed-media collage.		Learner guided to sketch a composition based on the theme of Environmental Conservation ⁴⁷ .	Curriculum Design (2024) pg 8; Sketchbook	Sketchbook review	
	6			By the end of the lesson, the		Learner guided to select textured materials to	Curriculum Design (2024)	Observation	

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				learner should be able to select varied materials for mixed-media collage.		create variation of tone and texture ⁴⁸ .	pg 40; Textured materials		
10	1			By the end of the lesson, the learner should be able to apply materials in mixed-media collage (Texture).		Learner guided to paste materials to create textural effects ⁴⁹ .	Curriculum Design (2024) pg 8; Adhesives, Support	Portfolio	
	2			By the end of the lesson, the learner should be able to create 3-D effects in mixed-media collage.		Learner guided to build up layers to create a 3-dimensional effect ⁵⁰ .	Curriculum Design (2024) pg 8; Varied materials	Portfolio	
	3			By the end of the lesson, the learner should be able to finish a mixed-media collage (Trimming).		Learner guided to use appropriate finishing techniques like trimming ⁵¹ .	Curriculum Design (2024) pg 8; Cutting tools	Product assessment	
	4			By the end of the lesson, the learner should be able to finish a mixed-media collage (Mounting).		Learner guided to mount the collage artwork ⁵² .	Curriculum Design (2024) pg 8; Mounting board	Product assessment	
	5			By the end of the lesson, the		Learner guided to present own work	Curriculum Design (2024)	Peer review	

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				learner should be able to appraise collage artworks.		confidently and give feedback to peers ⁵³ .	pg 8; Finished Artworks		
	6			By the end of the lesson, the learner should be able to reflect on the collage making process.		Learner guided to reflect on material choice and durability ⁵⁴ .	Curriculum Design (2024) pg 8; Journals	Self-assessment	
11	ALL	END TERM	ASSESSMENT	END TERM ONE ASSESSMENT		END TERM ONE ASSESSMENT		EXAMS	