



# LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION

Cultural and Creative Arts

CCA **UNIFIED  
SCHEMES  
OF WORK**

FOR

**PRIMARY SCHOOLS**  
**(PRIMARY 4-6)**

**CLASSBASIC.COM**

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

**Term 1 Primary 4**

<b>ART AND CRAFT</b>		<b>PRIMARY FOUR</b>			<b>FIRST TERM</b>
<b>WEEKS</b>	<b>TOPICS</b>	<b>LEARNING OBJECTIVE</b>	<b>LEARNING ACTIVITIES</b>	<b>EMBEDDED SKILLS</b>	<b>LEARNING RESOURCES</b>
1	Readiness test Meaning of Arts Origin of arts Uses of Arts.	By the end of the lesson, pupils should be able to:  1. explain the meaning of art with examples, 2. trace the origin of arts, outline and explain the 3. uses of arts.	Pupils, in small groups, discuss the meaning of art and share with the class. Pupils in batches, go on gallery walk to view the chart provided by the teacher to appraise the origin of arts. Pupils, in pairs, outline the uses of arts in our society and discuss with the class. Further study, visit <a href="https://youtu.be/3tWjB_mBJo">https://youtu.be/3tWjB_mBJo</a> <a href="https://youtu.be/Yh2hTXyuncU">https://youtu.be/Yh2hTXyuncU</a>	Critical thinking and problem solving. Communication and collaboration. leadership and personal development. Citizenship. Creativity and imagination.	<b>AUDIO-VISUAL RESOURCES</b>  Pictures of art and illustration. Chart showing origin of arts. Pictures of African arts. <b>WEB RESOURCES</b> <a href="https://youtu.be/qU931Fi_OI8">https://youtu.be/qU931Fi_OI8</a> <a href="https://youtu.be/p0OMfzTqbhw">https://youtu.be/p0OMfzTqbhw</a> <a href="https://youtu.be/YiZ9i60cDf4">https://youtu.be/YiZ9i60cDf4</a> <a href="https://youtu.be/EkbnrIk2ygs">https://youtu.be/EkbnrIk2ygs</a> <a href="https://youtu.be/oZ0sR0TzbJ8">https://youtu.be/oZ0sR0TzbJ8</a>
2	Definition of Music Sound. Noise	By the end of the lesson, pupils should be able to:  i. define the meaning of Music and sound, ii. enumerate sources of music iii. distinguish between noise sound and music sound.	Pupils, in small groups, brainstorm the meaning of music, sound and share with the class. Pupils, in pairs, state and discuss sources of music and sound with examples. Individual, pupils, differentiate between music and noise. For further study, pupils can visit the link: <a href="https://youtu.be/DBlIqZse6Z8">https://youtu.be/DBlIqZse6Z8</a>	Critical thinking and problem solving. Communication and collaboration. leadership and personal development. Citizenship. Creativity and imagination.	<b>AUDIO-VISUAL RESOURCES</b>  Video clips of different meaning of music. Pictorial of sources of music. <b>WEB RESOURCES</b> <a href="https://youtu.be/XRjVioW3uxA">https://youtu.be/XRjVioW3uxA</a> <a href="https://youtu.be/YfULbxbEes">https://youtu.be/YfULbxbEes</a> <a href="https://youtu.be/6VBPG8x7ZM">https://youtu.be/6VBPG8x7ZM</a>
3	Definition of Drama and theatre.	By the end of the lesson, pupils should be able to:  i. define drama and theatre, ii. differentiate between drama and theatre, iii. List people that are involve in drama and theatre performance.	Pupil as a class, explain the meaning of drama and theatre with location in Nigeria. Pupils in small groups discuss the different between drama and theatre and share with the class. Pupils, in small groups, discuss and list people that are involve in drama and theatre performance. Theatrical style: <a href="https://youtu.be/o-qLbqzCc8">https://youtu.be/o-qLbqzCc8</a>	Critical thinking and problem solving. Communication and collaboration. leadership and personal development. Citizenship. Creativity and imagination.	<b>AUDIO-VISUAL RESOURCES</b>  Video clips of drama and theatre activities. Pictorial of theatre building Pictures of notable actors and actress in Nigeria. <b>WEB RESOURCES</b> <a href="https://youtu.be/ZQoiRcehd54">https://youtu.be/ZQoiRcehd54</a> <a href="https://youtu.be/UC3FUGY1t64">https://youtu.be/UC3FUGY1t64</a> <a href="https://youtu.be/HcfqkvcvsqY">https://youtu.be/HcfqkvcvsqY</a> <a href="https://youtu.be/7wCK9aDTD5s">https://youtu.be/7wCK9aDTD5s</a>
4	Definition of Dance	By the end of the lesson, pupils should be able to:  i. explain the meaning of dance, ii. distinguish features of various material used in the traditional dance in Nigerian culture, iii. perform a short traditional dance of any culture in Nigeria.	Pupils, in groups, discuss the meaning of dance with examples they have watched. Pupil as a class, watch video clips of both traditional and trend dances in Nigeria provided by the teacher. Pupils, in small groups, participate in short dances with their group. Further dance video clips that pupils can view. <a href="https://youtu.be/xipfjAhv-Tc">https://youtu.be/xipfjAhv-Tc</a> <a href="https://youtu.be/Ytj3m4_SF1">https://youtu.be/Ytj3m4_SF1</a>  <a href="https://youtu.be/8q9IkUsWNk8">https://youtu.be/8q9IkUsWNk8</a>	Critical thinking and problem solving. Communication and collaboration. leadership and personal development. Citizenship. Creativity and imagination.	<b>AUDIO-VISUAL RESOURCES</b>  Video clips of different dances. Pictures of dancers with label. Pictorial of dancers in attire.  <b>WEB RESOURCES</b> <a href="https://youtu.be/67ZCW1jzrBU">https://youtu.be/67ZCW1jzrBU</a> <a href="https://youtu.be/MyPKa8ncxM">https://youtu.be/MyPKa8ncxM</a>



WEEKS	TOPICS	LEARNING OBJECTIVE	LEARNING ACTIVITIES	EMBEDDED SKILLS	LEARNING RESOURCES
5	Classification of Art Nigerian art works	By the end of the lesson, pupils should be able to:  Name some Nigerian art works with location, Classify Nigerian art works they have named, Draw some art works.	Pupils in batches, go on art gallery walk round the classroom to watch some pictures of Nigerian art works the teacher mount on the wall of the class. Pupils in small groups, classify Nigerian art works into (weaving, textile etc). Pupils as a class, draw any art works in the environment.	Critical thinking and problem solving. Communication and collaboration. leadership and personal development. Citizenship. Creativity and imagination.	AUDIO-VISUAL RESOURCES  Video clips of Nigerian art works. Pictures illustration of Nigerian art works. Drawing books.  WEB RESOURCES <a href="https://youtu.be/KyYZZzceJE">https://youtu.be/KyYZZzceJE</a> <a href="https://youtu.be/c3erMWkOW1s">https://youtu.be/c3erMWkOW1s</a>
6	Nigerian Musical instruments and sounds they produce	By the end of the lesson, pupils should be able to:  i. Identify and name some Nigerian musical instruments pupils have seen, ii. classify Nigerian musical instrument from the video clips, iii. demonstrate how they produce sound and how they are played.	Pupils batches, make gallery walk around the class to watch, write names of Nigerian musical instruments in the pictures provided by the teacher. Pupils as a class watch video clips of Nigerian Musical instruments how they are played and sound they produce. Pupils in small groups, discuss how an instrument is played, produced and share with the class.	Critical thinking and problem solving. Communication and collaboration. leadership and personal development. Citizenship. Creativity and imagination.	AUDIO-VISUAL RESOURCES  Video clips of different dances. Pictures of dancers with label. Pictorial of dancers in attire.  WEB RESOURCES <a href="https://youtu.be/qfa2Afz2Mks">https://youtu.be/qfa2Afz2Mks</a> <a href="https://youtu.be/FOJ25DHLLOk">https://youtu.be/FOJ25DHLLOk</a>
7	<b>TEST/MID-TERM/OPEN- DAY</b>				
8	Elements of Drama and theatre	By the end of the lesson, pupils should be able to:  Identify elements of drama and theatre,  List and name elements of drama and theatre, Distinguish elements of drama and theatre.	Pupil as a class, explain elements of drama and theatre. Pupils in pairs, discuss, list and name elements of theater and drama  drama, theatre and share with the class. Pupils in small groups, distinguish elements of drama and theatre.	Critical thinking and problem solving. Communication and collaboration.  Leadership and personal development. Citizenship. Creativity and imagination.	AUDIO-VISUAL RESOURCES Video clips of different drama. Pictures of popular actors and actress. Pictorial of actors in costume  WEB RESOURCES <a href="https://youtu.be/UGuD9Geeb2k">https://youtu.be/UGuD9Geeb2k</a>
9	Mode of greeting	By the end of the lesson, pupils should be able to:  i. Identify the mode of greeting in different parts of Nigeria, ii. list when occasions to greet, iii. list the benefits of greeting.	Pupil as a class, identify the mode of greetings in their culture. Pupils in small groups, discuss and list occasions to greet in their culture and present to the class. Pupils as a class demonstrate greeting in their culture and list the benefits of greetings.	Critical thinking and problem solving. Communication and collaboration. Leadership and personal development. Citizenship. Creativity and imagination.	AUDIO-VISUAL RESOURCES Video clips of different dances. Pictures of dancers with label. Pictorial of dancers in attire.  WEB RESOURCES <a href="https://youtu.be/QF7-7COn7Kc">https://youtu.be/QF7-7COn7Kc</a> <a href="https://youtu.be/VE4PBk-rrq8">https://youtu.be/VE4PBk-rrq8</a>
10	<b>Revision</b>				
11-12	<b>Examination</b>				





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

**Term 2 Primary 4**

**ART AND CRAFT**

**PRIMARY FOUR**

**SECOND TERM**

WEEKS	TOPICS	LEARNING OBJECTIVE	LEARNING ACTIVITIES	EMBEDDED SKILLS	LEARNING RESOURCES
1	Readiness test Elements of Design  Resumption Test	By the end of the lesson, pupils should be able to:  i. explain and list elements of design, ii. collegiate lines, colour and elements of design, iii. distinguish elements of design with drawing and state the use of it.	Pupils as a class, brainstorm the meaning of elements of design. Pupils in small groups, discuss elements of design with examples. Pupils group, distinguish elements of design with drawing and state the use of it.	Critical thinking and problem solving. Communication and collaboration. Leadership and personal development. Citizenship. Creativity and imagination.	AUDIO-VISUAL RESOURCES Drawing book, Pencils, Rulers, Eraser, Sharpeners etc. Pictures, illustrations showing elements of design.  WEB RESOURCES <a href="https://youtu.be/roivqKxEerQ">https://youtu.be/roivqKxEerQ</a> <a href="https://youtu.be/N-mdKYg3d3A">https://youtu.be/N-mdKYg3d3A</a> <a href="https://youtu.be/7pkDzE_yMoQ">https://youtu.be/7pkDzE_yMoQ</a> <a href="https://youtu.be/uVfh3frrC38">https://youtu.be/uVfh3frrC38</a>
2	Foreign Musical Instruments	By the end of the lesson, pupils should be able to:  I. Identify and name foreign musical instruments, ii. Differentiate and demonstrate how those musical instruments are played and their shape, iii. Categorise those foreign musical instruments accordingly.	Pupils as a class view all foreign musical instruments on picture chart or watch the video clips provided by the teacher. From the video pupils watched, individual pupil differentiates and demonstrate how some of the musical instruments are played and shape. Pupil in small groups, categorise the foreign musical instruments and present to the class. Further study on how to build some foreign musical instruments with material in their environment.  <a href="https://www.youtube.com/watch?v=JvPF6yZFtJE">https://www.youtube.com/watch?v=JvPF6yZFtJE</a>	Critical thinking and problem solving. Communication and collaboration. Pupil's leadership and personal development. Citizenship. Creativity and imagination.	AUDIO-VISUAL RESOURCES Pictorials showing foreign musical instruments Live foreign musical instruments. Drawing book, Pencils, Manuscript, note books etc.  WEB RESOURCES <a href="https://www.youtube.com/watch?v=x5S9RPVZyRw&amp;t=26s">https://www.youtube.com/watch?v=x5S9RPVZyRw&amp;t=26s</a> <a href="https://youtu.be/x5S9RPVZyRw">https://youtu.be/x5S9RPVZyRw</a> <a href="https://youtu.be/MSqtLmrGQJA">https://youtu.be/MSqtLmrGQJA</a> <a href="https://youtu.be/FaBoMxKQdz4">https://youtu.be/FaBoMxKQdz4</a>
3	Features of Nigerian Traditional dance	By the end of the lesson, pupils should be able to:  Identify traditional dances in Nigeria,  State some feature of specific traditional dances in Nigeria, Participate in the traditional dance of cultures in Nigeria.	Pupils in small groups, identify a dance of any tribe in Nigeria. Pupils in small groups, state the features of any traditional dance selected. Pupils team up as a group to present the selected traditional dance to the class.	Critical thinking and problem solving. Communication and collaboration.  Leadership and personal development. Citizenship. Creativity and imagination.	AUDIO-VISUAL RESOURCES Video clips of different dances. Pictures of dancers with label. Pictorial of dancers in attire.  WEB RESOURCES <a href="https://youtu.be/LY3696Uk9Hg">https://youtu.be/LY3696Uk9Hg</a> <a href="https://youtu.be/tRr_ubJiVcs">https://youtu.be/tRr_ubJiVcs</a> <a href="https://youtu.be/GSyZ0X3EGpc">https://youtu.be/GSyZ0X3EGpc</a> <a href="https://youtu.be/Z1Y9OolCYLA">https://youtu.be/Z1Y9OolCYLA</a>
4	Care of Environment	By the end of the lesson, pupils should be able to:  I. describe environment with examples, ii. list objects/materials that can be found in the environment, iii. analyse how to take care of an environment.	Pupils as a class move round the school premises and mention some object found. Pupils in a groups, brainstorm and explain the meaning of environment with examples. Pupils in pairs, list objects that can be found in the environment. Pupils in small groups, analyse how to take care of an environment.	Critical thinking and problem solving. Communication and collaboration. Leadership and personal development. Citizenship. Creativity and imagination.	AUDIO-VISUAL RESOURCES Picture chart of different forms of environment. Brooms, shovel, Rake, Knives, Trash can etc. Flowers, Trees, building etc.  WEB RESOURCES <a href="https://youtu.be/QF7-7COn7Kc">https://youtu.be/QF7-7COn7Kc</a> <a href="https://youtu.be/VE4PBk-rrq8">https://youtu.be/VE4PBk-rrq8</a> <a href="https://youtu.be/X2YqM1Zw4_E">https://youtu.be/X2YqM1Zw4_E</a> <a href="https://youtu.be/lw-0GROEJME">https://youtu.be/lw-0GROEJME</a> <a href="https://youtu.be/v0NBU7btYuo">https://youtu.be/v0NBU7btYuo</a> <a href="https://youtu.be/8LoZ3H0X8EQ">https://youtu.be/8LoZ3H0X8EQ</a>
5	Principles of Design	By the end of the lesson, pupils should be able to:  i. explain principles of design, ii. categorise principles of design, iii. create object with some of the principles listed.	Pupils in small groups, discuss the principles of design. In pairs, categorise principles of design and share with the class. Pupils as individuals, create object with principles of design discussed.	Critical thinking and problem solving. Communication and collaboration. Leadership and personal development. Citizenship. Creativity and imagination.	AUDIO-VISUAL RESOURCES Drawing book, Pencils, Ruler, Eraser etc. Chart where principles of design listed.  WEB RESOURCES <a href="https://youtu.be/cD39UWKfhZE">https://youtu.be/cD39UWKfhZE</a> <a href="https://youtu.be/f_L8evUp1v0">https://youtu.be/f_L8evUp1v0</a> <a href="https://youtu.be/0I8N8p4Y3ca">https://youtu.be/0I8N8p4Y3ca</a>



WEEKS	TOPICS	LEARNING OBJECTIVE	LEARNING ACTIVITIES	EMBEDDED SKILLS	LEARNING RESOURCES
6	Nigerian Musical instruments and sound they produce	By the end of the lesson, pupils should be able to: i. identify and name some traditional musical instruments in their tribe, ii. demonstrate how they can be play and sounds they produce, iii. draw, play or describe traditional musical instruments in their culture.	Pupils in small groups, discuss and pick a local traditional musical instrument of their culture. Pupils in groups, choose a representative to demonstrate how the musical instrument can be played and sound they produce. Individual pupils, draws/play or describe how traditional instrument of their culture.	Critical thinking and problem solving. Communication and collaboration. Leadership and personal development. Citizenship. Creativity and imagination.	AUDIO-VISUAL RESOURCES  Pictures of local musical instruments with name and label. Diagram of Nigerian musical instruments in tribes.  WEB RESOURCES <a href="https://youtu.be/3uzmBCZUx0w">https://youtu.be/3uzmBCZUx0w</a> <a href="https://youtu.be/4fXJbxQM1I">https://youtu.be/4fXJbxQM1I</a> <a href="https://youtu.be/6tmMsWh85IA">https://youtu.be/6tmMsWh85IA</a> <a href="https://youtu.be/">https://youtu.be/</a>
7	Mid-Term/Open-day				
8	Basic Movements in dance	By the end of the lesson, pupils should be able to: i. identify kinds of dance ii. state the meaning of time, space, effort and mood in their choice of dance, iii. present a short dance performance of their choice of dance.	Pupils as a class, brainstorm on a choice of dances  Pupils in small groups, state the meaning of time, space, effort and mood in their choice of dance, and present to the class. Pupils as a class, present a short dance performance of their choice of to the class.	Critical thinking and problem solving. Communication and collaboration. Leadership and personal development. Citizenship. Creativity and imagination.	AUDIO-VISUAL RESOURCES Video clips of different dances. Pictures of dancers with label. Pictorial of dancers in attire.  WEB RESOURCES <a href="https://youtu.be/0BmoHo6eq0">https://youtu.be/0BmoHo6eq0</a> <a href="https://youtu.be/Ka6EJtQEIVk">https://youtu.be/Ka6EJtQEIVk</a> <a href="https://youtu.be/UWawJcxYy6I">https://youtu.be/UWawJcxYy6I</a>
9	Types of colours and Texture	By the end of the lesson, pupils should be able to: i. list all colours they have seen, ii. arrange colours as in primary and secondary colours, iii. draw 6 or 12 colour wheel and paint.	Pupils as a class, watch a video clips on colours. In batch, pupils go on gallery walk to view chart on colours. As a class, pupils list all colours. Pupils in small groups, arrange colours in to primary and secondary colours.  As individual, pupils draw either 6 or 12 colour wheel.	Critical thinking and problem solving. Communication and collaboration. Leadership and personal development. Citizenship.  Creativity and imagination.	AUDIO-VISUAL RESOURCES Video clips of colours, colour wheels. Pictures of colours and colour wheels with label.  WEB RESOURCES <a href="https://youtu.be/CA-IV2Ro-0">https://youtu.be/CA-IV2Ro-0</a> <a href="https://youtu.be/L1CK9bE3H_s">https://youtu.be/L1CK9bE3H_s</a> <a href="https://youtu.be/LcvWIF6MLmY">https://youtu.be/LcvWIF6MLmY</a> <a href="https://youtu.be/BHHf1-dmco">https://youtu.be/BHHf1-dmco</a> <a href="https://youtu.be/C74NoVmiM5I">https://youtu.be/C74NoVmiM5I</a>
10	Songs/Music with Nigerian identity	By the end of the lesson, pupils should be able to: i. identify some of Nigerian popular art composers, ii. distinguish the trend of art composers, iii. develop, combine or create music along with the Nigerian art composers.	Pupils as a class, view some of the music of popular Nigerian art composers. In small groups, study the dance style of the art music. Pupils in groups, distinguish the trend of music in Nigerian and share with the class.  Pupils in groups, present their music to the class.	Critical thinking and problem solving. Communication and collaboration. Leadership and personal development. Citizenship. Creativity and imagination.	AUDIO-VISUAL RESOURCES Video clips of different Nigerian art musicians. Pictures of notable Nigerian art composers and the year. Projector, VCD, CD Player etc.  WEB RESOURCES <a href="https://youtu.be/V_qG1A_7M6U">https://youtu.be/V_qG1A_7M6U</a> <a href="https://youtu.be/Hx5iLH_9n54">https://youtu.be/Hx5iLH_9n54</a> <a href="https://youtu.be/RmnESSta_Rs">https://youtu.be/RmnESSta_Rs</a> <a href="https://youtu.be/MIFAkKZkU10">https://youtu.be/MIFAkKZkU10</a>
11	Creating a play with the themes; Honesty, Integrity, Right Attitude to Work.	By the end of the lesson, pupils should be able to:  present short play on Honesty, Right Attitude to work.	Pupils in small groups, script a play. Pupils in small groups, assign characters in the play. Pupils in small groups, present a short play composed by them to the class.	Critical thinking and problem solving. Communication and collaboration. Leadership and personal development. Citizenship. Creativity and imagination.	AUDIO-VISUAL RESOURCES Video clips of different dances. Pictures of dancers with label. Pictorial of dancers in attire.  WEB RESOURCES <a href="https://youtu.be/N8IWQ0cJmg">https://youtu.be/N8IWQ0cJmg</a> <a href="https://youtu.be/O5oZ-P1yH7M">https://youtu.be/O5oZ-P1yH7M</a>
12	REVISION				
13	EXAMINATION				





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CULTURAL AND CREATIVE ARTS**

**Term 3 Primary 4**

**ART AND CRAFT**

**PRIMARY FOUR**

**THIRD TERM**

WEEKS	TOPICS	LEARNING OBJECTIVE	LEARNING ACTIVITIES	EMBEDDED SKILLS	LEARNING RESOURCES
1	Readiness test Print making (Leaf and Thumb print)	By the end of the lesson, pupils should be able to:  explain the meaning of leaf and thumb print, discover leave suitable for print or make use of the thumb, print with leaves or thumb to create design.	Pupils as a class, brainstorm the meaning of print making. Pupils as a class, state all material needed for print. Pupils as individual, pupils discover the leave suitable for print. Pupils as individual, print with leaves or thumbs to create design.	Critical thinking and problem solving. Leadership and personal development. Creativity and imagination.	AUDIO-VISUAL RESOURCES Video clips of different leave or any other print material as print making pattern. Pictures of pupils print result. Print material such as leaves, Thumb, foam, yam, wood etc.  WEB RESOURCES <a href="https://youtu.be/610ex1wEITY">https://youtu.be/610ex1wEITY</a> <a href="https://youtu.be/H9CoFv_TSTI">https://youtu.be/H9CoFv_TSTI</a> <a href="https://youtu.be/SIHimo-0pIA">https://youtu.be/SIHimo-0pIA</a>
2	Definition of Music	By the end of the lesson, pupils should be able to:  state sources of music, list things that produce sounds, differentiate between noise and music.	Pupil in groups, discuss the sources of music and present their answer to the class. Pupils in groups, list various things that produce or make sound within their environment. Pupils in pairs, differentiate between noise and music.	Critical thinking and problem solving. Communication and collaboration. Pupil's leadership and personal development. Creativity and imagination.	AUDIO-VISUAL RESOURCES Video clips of different dances. Pictures of dancers with label. Pictorial of dancers in attire.  WEB RESOURCES <a href="https://youtu.be/XRjVioW3uxA">https://youtu.be/XRjVioW3uxA</a> <a href="https://youtu.be/YfUlbxbEES">https://youtu.be/YfUlbxbEES</a> <a href="https://youtu.be/fH6SikL0iNU">https://youtu.be/fH6SikL0iNU</a> <a href="https://youtu.be/bjh7OqWWCnU">https://youtu.be/bjh7OqWWCnU</a>
3	Modelling with Papier Mache	By the end of the lesson, pupils should be able to:  explain the meaning of papier mache, identify materials used in papier mache, make object using papier mache.	I. Pupils, view video clips of how papier mache is made. ii. On picture chart, pupils go on gallery walk round the class to view material for papier mache provided by the teacher.  Pupils as a class brainstorm and give meaning of paper mache. Pupils, in pairs, identify materials used in paper mache. Pupils as individual, make objects using paper mache.	Critical thinking and problem solving. Communication and collaboration. Leadership and personal development. Creativity and imagination.	AUDIO-VISUAL RESOURCES Video clips on how to make object for papier mache. Picture chart of materials use for papier mache.  WEB RESOURCES <a href="https://youtu.be/YirNv5xOifM">https://youtu.be/YirNv5xOifM</a> <a href="https://youtu.be/2vIFkRnqRQY">https://youtu.be/2vIFkRnqRQY</a>
4	Classification of musical instruments and sounds	By the end of the lesson, pupils should be able to:  identify Nigerian musical instruments, discover how they are played and sound they produce, classify Nigerian musical instruments.	Pupils in batches, go on gallery walk round the class to view the pictures of Nigerian musical instruments. Pupils as a class, watch video of how musical instruments are produced locally. Pupils in small groups, identify names of Nigerian musical instrument. Pupils in small groups, classify Nigerian musical instruments into Idiophones, Aerophones etc.	Critical thinking and problem solving. Communication and collaboration. Leadership and personal development. Citizenship. Creativity and imagination.	AUDIO-VISUAL RESOURCES Video clips of Nigerian musical instruments. Pictures on class of Nigerian musical instruments. Live Nigerian musical instruments, such as Gangan (Hour-glass drum etc).  WEB RESOURCES <a href="https://youtu.be/OsXw3u1XsAk">https://youtu.be/OsXw3u1XsAk</a> <a href="https://youtu.be/uOUI2Db-gs0">https://youtu.be/uOUI2Db-gs0</a> <a href="https://youtu.be/aSooOILotcc">https://youtu.be/aSooOILotcc</a>
5	Classification of musical instruments and sounds	By the end of the lesson, pupils should be able to:  identify foreign musical instruments, discover how they are played and sound they produce, classify foreign musical instruments.	Pupils as a class, watch video of how musical instruments are produced locally. In small groups, pupils identify names of Nigerian musical instrument. Pupils in batches, go on gallery walk round the class to view the pictures of Nigerian musical instruments. Pupils in small groups, classify Nigerian musical	Critical thinking and problem solving. Communication and collaboration. Leadership and personal development. Citizenship. Creativity and imagination.	AUDIO-VISUAL RESOURCES Video clips of foreign musical instruments. Pictures on class of foreign musical instruments. Live foreign musical instruments, such as Piano, Keyboard, Clarinet, Saxophone, Trumpet Drum set etc.  WEB RESOURCES



WEEKS	TOPICS	LEARNING OBJECTIVE	LEARNING ACTIVITIES	EMBEDDED SKILLS	LEARNING RESOURCES
			instruments into Idiophones, Aerophones etc.		<a href="https://youtu.be/WmcysIK76o">https://youtu.be/WmcysIK76o</a> <a href="https://youtu.be/">https://youtu.be/</a>
6	Definition of Drama	By the end of the lesson, pupils should be able to:  explain the meaning of drama, differentiate between drama and theatre, participate in a short drama.	Pupils as class brainstorm on the meaning of drama. In groups, discuss differences between drama and theatre. Pupils, in small groups, present a short drama and present to the class. Pupils as a class, mention name of popular, favourite actors and actress.	Critical thinking and problem solving. Communication and collaboration. Leadership and personal development. Creativity and imagination.	AUDIO-VISUAL RESOURCES Video clips of short play. Chart on meaning of drama. Pictures of Nollywood actors and actress.  WEB RESOURCES <a href="https://youtu.be/ZQoiRcehd54">https://youtu.be/ZQoiRcehd54</a> <a href="https://youtu.be/XGulpqNAQ7Y">https://youtu.be/XGulpqNAQ7Y</a> <a href="https://youtu.be/65tJWfgsMOU">https://youtu.be/65tJWfgsMOU</a> <a href="https://youtu.be/C5k1sDeANzE">https://youtu.be/C5k1sDeANzE</a>
7	<b>MID -TERM/OPEN - DAY</b>				
8	Definition of Dance	By the end of the lesson, pupils should be able to:  explain the definition of dance, state the importance of dance, present dance performance for the class and the school.	Pupils in small groups discuss the meaning of dance and present to the class. Pupils in pairs, brainstorm the importance of dance and share with the class. Pupils in small groups, present dance performance and present it to the class. The best can be presented to the school. Pupils in small groups, create dance performance.	Critical thinking and problem solving. Communication and collaboration. Leadership and personal development. Citizenship. Creativity and imagination.	AUDIO-VISUAL RESOURCES Video clips of different dances. Pictures of dancers with label. Pictorial of dancers in attire.  WEB RESOURCES <a href="https://youtu.be/mDa_NS9Xqks">https://youtu.be/mDa_NS9Xqks</a>  <a href="https://youtu.be/QR6ilUa-RBo">https://youtu.be/QR6ilUa-RBo</a>
9	Mode of Greeting	By the end of the lesson, pupils should be able to:  identify to greet in different part of Nigeria, list occasion to greet and benefits of greeting, differentiate greeting styles of different tribes in Nigeria.	Pupils as a class watch greeting style in Igbo and other tribes provided by the teacher. In small groups, pupils discuss different ways of greeting in Nigerian and share with to the class. Pupils in small groups, discuss benefits of greeting, outline occasion to greet and share with the class. Pupils in pairs, differentiate style of greeting in Nigeria and present to the class. Pupils as a class, demonstrates how to greet in other tribes in Nigeria.	Critical thinking and problem solving. Communication and collaboration.  Leadership and personal development. Citizenship. Creativity and imagination.	AUDIO-VISUAL RESOURCES Video clips of greetings in Igbo and other tribes in Nigeria. Pictures of time and style of greetings in Nigerian tribes. Pictorial of dancers in attire.  WEB RESOURCES <a href="https://youtu.be/G14dW9F1vWs">https://youtu.be/G14dW9F1vWs</a> <a href="https://youtu.be/20WRZVObHE4">https://youtu.be/20WRZVObHE4</a> <a href="https://youtu.be/MooUTeK5phw">https://youtu.be/MooUTeK5phw</a> <a href="https://youtu.be/XpqtHcB0tq4">https://youtu.be/XpqtHcB0tq4</a>
10	Types of Drawing	By the end of the lesson, pupils should be able to:  identify different types of drawing, differentiate drawing with examples, produce different drawing.	Pupils as a class, mention different types of drawing. Pupils in pairs, differentiate drawing by mentioning objects that can be found in the drawing identified. Pupils as individual, produce different drawing as given by the teacher. Pupils as a class observe method of drawing in the video provided by the teacher.	Critical thinking and problem solving. Communication and collaboration. Leadership and personal development. Creativity and imagination.	AUDIO-VISUAL RESOURCES Video clips of different drawing techniques. Pictures of different types of drawing and objects that can be found in it. Drawing book, paper, Pencil, Eraser, crayon, poster colour etc.  WEB RESOURCES <a href="https://youtu.be/At6n1C8merg">https://youtu.be/At6n1C8merg</a> <a href="https://youtu.be/5-7uk3LRVhQ">https://youtu.be/5-7uk3LRVhQ</a> <a href="https://youtu.be/L_elHeo1PqQ">https://youtu.be/L_elHeo1PqQ</a> <a href="https://youtu.be/omRC3CBe3_w">https://youtu.be/omRC3CBe3_w</a> <a href="https://youtu.be/rqrG58a0Y8w">https://youtu.be/rqrG58a0Y8w</a> <a href="https://youtu.be/qihH4rq_ioU">https://youtu.be/qihH4rq_ioU</a>
11	<b>REVISION</b>				
12-13	<b>EXAMINATION</b>				





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

ART AND CRAFT

PRIMARY FIVE

Term 1 Primary 5  
FIRST TERM

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1.	Types of Drawing Readiness test	By the end of the lesson, pupils should be able to: identify different types of drawing; compare different types of drawing; create different types of drawing.	Pupils in small groups, explain different types of drawing provided by the teacher. Pupils as a class, relates each types of drawing to their environment. Pupils as individual, create different type of drawing.	Creativity and imagination, Communication and collaboration, Critical thinking and problem solving, Leadership and personal development,	Audio visual resources: Paper, pencil, eraser, crayon, Chart/video clips of different types of drawing Web resource: <a href="https://www.education.com/activity/fifth-grade/painting-drawing/">https://www.education.com/activity/fifth-grade/painting-drawing/</a>
2.	Creating Music with Solfa Notation	By the end of this lesson, pupils should be able to: write solfa names; interpret solfa in $\frac{4}{4}$ time; :- = 2 beats : = 1 beat .= / beat ./ = beat sing solfa notation of "Ise agbe ni ise ile wa"; play the song on a musical instrument.	Pupils as a class, sings solfa names, "Ise agbe ni ise ile wa" d:m:m:- l-wéki-kú m. d: m. r: m: - Lá-l-sí-ki d: r. d: m: - Á-tí à-dá d:m: r:- Kòl pé o d:m: d:- Kòl pé ò. Pupils in small groups, interpret the song with time value. Pupils in small groups, sing/play the song.	Critical thinking and problem solving, Creativity and imagination, Citizenship,	Audio visual resources: Music manuscript, pencil, DVDs, eraser, piano/recorder violin etc., Web resource: <a href="https://www.youtube.com/watch?v=Wu3CHz7IYil">https://www.youtube.com/watch?v=Wu3CHz7IYil</a> , <a href="https://www.youtube.com/watch?v=34WY1Cx0J-o">https://www.youtube.com/watch?v=34WY1Cx0J-o</a> <a href="https://www.youtube.com/watch?v=1lbF2WUE5DM">https://www.youtube.com/watch?v=1lbF2WUE5DM</a>
3.	Role Play	By the end of this lesson, pupils should be able to: explain the meaning of role playing; explain who an actor/actress is; role play a leader leading school assembly, church or mosque; mention 5 popular actors.	Pupils, as a groups, explain the meaning of role playing while one of them acts like a teacher. Pupils peer up in two groups (male/female) to explain the meaning of actor and actress. Pupils as individual, role play a leader of their choice.	Creativity and imagination, Communication and collaboration, Critical thinking and problem solving, Leadership and personal development,	Audio visual resources: Charts, Television, DVDs, VCDs, Pictures or illustrations of different people profession. Web resource:
4.	Card Making and Decoration	By the end of this lesson, pupils should be able to: list the types of cards; itemize the uses of cards; list materials for making cards; create cards for a particular ceremony.	Pupils as a class, list types of cards and discuss their uses. Pupils as a class, mention material for making cards. Pupils as individual, create a card for a particular ceremony.	Critical thinking and problem solving, Creativity and imagination, Communication and collaboration,	Audio visual resources: Sketch book, pencil, different type of cards, Brushed, paper, crayons, cardboard sheet. Web resource: <a href="https://www.youtube.com/watch?v=nbs40BdbfRc">https://www.youtube.com/watch?v=nbs40BdbfRc</a>
5.	Song/Music with Nigerian Identity	By the end of this lesson, pupils should be able to: Identify some values relating to patriotism in a given song; sing part of the given song e.g. "which way Nigeria" by Sonny Okosun; identify other patriotic singers.	Pupils as a class, listen to a given song and relate it to present situation. Pupils in small groups, criticize some of the value relating to patriotism in the song and share it with the class. Pupils as a class, sing part of the given song and mention other patriotic singers.	Critical thinking and problem solving, Communication and collaboration Citizenship.	Audio visual resources: CDs players, pictures of patriotic Nigerian singers Web resource: <a href="http://www.songlyrics.com/sonny-okosun/which-way-nigeria-lyrics/">http://www.songlyrics.com/sonny-okosun/which-way-nigeria-lyrics/</a>
6.	Meaning and Objectives of Traditional Apprenticeship System	By the end of this lesson, pupils should be able to: describe apprenticeship system;	Pupils as a class, describe apprenticeship system as observed in their environment.	Creativity and imagination, Communication and collaboration,	Audio visual resources: Chart showing different types of trade with apprenticeship system Web resource:



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		justify the objectives of apprenticeship system in our environment; survey trades where apprenticeship system is practiced in their environment.	Pupil in a small groups, evaluate the objectives of apprenticeship system in meeting societal needs. Pupils as a class, locate places where apprenticeship system is practiced in their environment.	critical thinking and problem solving, Citizenship.	<a href="https://www.youtube.com/watch?v=05iS-Yq_7zo">https://www.youtube.com/watch?v=05iS-Yq_7zo</a>
7.	<b>TEST/MID-TERM/OPEN DAY</b>				
8.	Imaginative and Creative Drawing	By the end of this lesson, pupils should be able to: describe imaginative drawing; draw from imagination; interpret created artwork.	Pupils peer up to describe imaginative drawing and share with the class. Pupils as individual, draw from imagination. Pupils in small groups, interpret and discuss created artwork.	Creativity and imagination, Critical thinking and problem solving, Communication and collaboration.	Audio visual resources: Sketch book, pencil, eraser Chalk board/magic boards, coloured pencil, Web resource: <a href="https://www.youtube.com/watch?v=mr3htTc3IWI">https://www.youtube.com/watch?v=mr3htTc3IWI</a>
9.	Rhythmic Pattern	By the end of this lesson, pupils should be able to: tap the bass drum rhythm of the Nigerian National Anthem; mention types of rhythm; count a given rhythm; clap a given rhythm.	Pupils as a class, tap the bass drum rhythm of the Nigerian National Anthem Ta: a: Ta: a: Ta: Ta: Ta: a: Pupils as a class, list types of rhythm. Pupils in pairs, count the beats of a given rhythm e.g. 4 beats = Ta: a: a: a: 2 beats = Ta: a: 1 beat = Ta 1/2beat = ti Pupils in small groups, clap the given rhythm.	Creativity and imagination, Communication and collaboration, Critical thinking and problem solving, Digital literacy, Leadership and personal development, Role play.	Audio visual resources: Phone metronome, clef, piano, triangle, drum, Chalk board/magic boards Web resource: <a href="https://www.youtube.com/watch?v=4vZ5mlfZlqk">https://www.youtube.com/watch?v=4vZ5mlfZlqk</a>
10&11.	<b>REVISION</b>				
12&13.	<b>EXAMINATIONS</b>				

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

**Term 2 Primary 5**

**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/Yubkp79Weow">https://youtu.be/Yubkp79Weow</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/kq1dxibXibXsx4">https://youtu.be/kq1dxibXibXsx4</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 Resources: 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/ScvjAhsO-qo">https://youtu.be/ScvjAhsO-qo</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>



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		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/phc-1hPqUsU">https://youtu.be/phc-1hPqUsU</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/LhOBuYQJPEY">https://youtu.be/LhOBuYQJPEY</a>
11.	<b>REVISION</b>				
12& 13.	<b>EXAMINATIONS</b>				

# Cultural and Creative Arts

## Plan Lesson Notes

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

**ART AND CRAFT**

**PRIMARY FIVE**

**THIRD TERM**

**Term 3 Primary 5**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1.	Modelling Papier Mache Readiness Test	By the end of the lesson, pupils should be able to: state the meaning of papier mache; identify materials used in papier mache e.g. paper, gum, etc.; name objects produced using papier mache e.g. cup, plate, etc.; make object using papier mache.	Pupils as individual, explain the meaning of papier mache in class, Pupils as a class, identify material used in papier mache, Pupils in small groups, name object produced using papier mache Pupils in pairs, makes object using papier mache.	Creativity and imagination, Communication and collaboration, Critical thinking and problem solving.	Audio visual resources: mould, paper, pestle, mortar, newspaper, starch etc.  Web resources: <a href="https://youtube.be/vfmF9D418Tg">https://youtube.be/vfmF9D418Tg</a>  <a href="http://www.stormthecastle.com">www.stormthecastle.com</a>
2.	Classification of Musical Instrument and Sound they produce	By the end of the lesson, pupils should be able to: explain the meaning of musical instrument; classify Nigerian musical instrument based on types, sound etc.; classify foreign musical instrument based on types, sound, uses etc.	Pupils as class, brainstorm on the meaning of musical instrument and deduce meaning. Pupils in pairs, classify Nigerian musical instruments based on types, sound, uses etc. Pupils in small groups, classify foreign musical instrument.	Creativity and imagination, Communication and collaboration, Critical thinking and problem solving, Leadership and personal development,	Audio visual resources: pictorial material or charts showing picture of both Nigerian and foreign musical instrument, notebook, chalkboard, Web resources: <a href="https://youtu.be/-nzckolSaE4">https://youtu.be/-nzckolSaE4</a>
3.	Meaning and Objective of Tradition Apprenticeship System	By the end of the lesson, pupils should be able to: define apprenticeship system: list some trades where apprenticeship system is practiced: list the objectives of apprenticeship system.	Pupils as individual, define apprenticeship and explain to the class. Pupils in small groups, list some trades where apprenticeship system is practiced. Pupils as individual, list the objectives of apprenticeship.	Creativity and imagination, Communication and collaboration, Critical thinking and problem solving, Leadership and personal development, Citizenship	Audio visual resources: chart showing different master crafts men and apprentices: motor mechanic workshop, jeweller shop, art studio, workshop etc. Web resources:
4.	Fabric Decoration by tie and dye methods	By the end of the lesson, pupils should be able to: explain fabric decoration in the class; mention methods used in fabric decoration e.g. stitching, tying etc.; list the material used in fabric decoration; produce tie and dye.	Pupil as individual explain the meaning of fabric decoration in class. Pupil in pairs mention methods used in fabric decoration. Pupils in small groups list the material used in fabric decoration. Pupils in small groups, produces tie and dye.	Creativity and imagination, Critical thinking and problem solving, Leadership and personal development,	Audio visual resources: cotton fabric, dye stuff, chemicals raffia or rope glove, wooden stick, bowl, string etc. Web resources: <a href="https://you.be/dS3QsQWW7n">https://you.be/dS3QsQWW7n</a>
5.	Rhythmic Pattern	By the end of the lesson, pupils should be able to: state the meaning of rhythm; mention the types of rhythm; clap simple pattern of rhythm.	Pupils as individual, define rhythm and explain in class. Pupils in pairs, mention the types of rhythm. Pupils in small groups, clap simple pattern of rhythm.	Creativity and imagination, Communication and collaboration, Critical thinking and problem solving, Leadership and personal development.	Audio visual resources: manuscript, ruler, pencil Web resources: <a href="https://you.be/fibo3CYCvGE">https://you.be/fibo3CYCvGE</a>
6.	Definition of Drama	By the end of the lesson, pupil should be able to:	Pupils as individual, explain the meaning of drama in class.	Creativity and imagination,	Audio visual resources:

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**UNIFIED SCHEMES OF WORK FOR PRIMARY 4-6**

**498**



ART AND CRAFT					
WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		define drama and explain in the class; list the uses of drama in the society; differentiate between drama and theatre.	Pupils in pairs, list the uses of drama in the society. Pupils as a class, brainstorm on the difference between drama and theatre.	Communication and collaboration, Critical thinking and problem solving, Leadership and personal development, Citizenship	magic board, video recorded drama, television, phone.  Web resources:
7.	<b>TEST/MIDTERM/OPEN DAY</b>				
8.	Definition of Dance	By the end of the lesson, pupil should be able to: define dance; identify types of dance; perform dance for a particular occasion in the school (traditional dance).	Pupils as individual, define dance and explain in the class, Pupils in pairs, identify types of dance e.g. bata dance, atilogwu dance etc. Pupils in small groups, perform dance e.g. traditional dance (bata dance, atilogwu dance etc.)	Creativity and imagination, Communication and collaboration, Critical thinking and problem solving, Leadership and personal development.	Audio visual resources: VCD or DVD of traditional dances, television, charts. Web Resources: <a href="https://youtu.be/oHLWo8UnSE">https://youtu.be/oHLWo8UnSE</a> - <a href="https://youtu.be/tRrUbJivcs">https://youtu.be/tRrUbJivcs</a> -
9.	Mode of Greeting	By the end of the lesson, pupil should be able to: identify how to greet in different parts of Nigeria; identify the benefit of greeting; list when and occasion to greet;	Pupil as a class, engage in gathering work in the class to identify how to greet in different part of Nigeria. Pupils in small groups, identify the benefit of greeting. Pupils, as individual, list when and occasion to greet.	Creativity and imagination, Communication and collaboration, Critical thinking and problem solving, Leadership and personal development, Citizenship.	Audio visual resources: pictures and chart showing various ways of greetings, Web resources: <a href="https://youtu.be/BPpR-jQ160A">https://youtu.be/BPpR-jQ160A</a> <a href="https://youtu.be/G1uhEXu1mR4">https://youtu.be/G1uhEXu1mR4</a>
10	Nigerian Musical Instrument and Sounds they produce	By the end of the lesson, pupils should be able to: identify different types of Nigerian musical instruments; explain how musical instrument produce sound; list uses of Nigerian musical instruments.	Pupil as a class, engage in gathering work in the class to identify types of Nigerian musical instruments, Pupils in pairs, explain how musical instrument produce sound, Pupils as individual, list uses of Nigerian musical instrument.	Creativity and imagination, Communication and collaboration, Critical thinking and problem solving, Leadership and personal development, Citizenship.	Audio visual resources: Local musical instruments, pictorial materials showing pictures of Nigerian musical instruments  Web resources: <a href="https://youtu.be/nzckolSqE4">https://youtu.be/nzckolSqE4</a>
11.	<b>REVISION</b>				
12&13.	<b>EXAMINATIONS</b>				

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

**Term 1 Primary 6**

**ART AND CRAFT**

**PRIMARY SIX**

**FIRST TERM**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1.	Introduction to life Drawing Readiness test	By the end of the lesson, pupils should be able to: appraise life drawing; identify different parts of the body; sketch a full human figure.	Pupils as a class, discuss the meaning of life drawing. Pupils in small groups, identify the correct shape different parts of the body from a given diagram. Pupils in small groups, identify and sketch a full human figure of a notable person.	Creativity and imagination, Communication and collaboration, Critical thinking and problem solving, Leadership and personal development, Citizenship.	Audio visual resources: Donkey bench, drawing board, Sketch pad Paper, pencil, eraser, crayon, Chart of different types of life drawing Web resource: <a href="https://www.youtube.com/watch?v=VVU1mCwYiY">https://www.youtube.com/watch?v=VVU1mCwYiY</a>
2.	Rhythmic Pattern 2	By the end of the lesson, pupils should be able to: tap the bass drum rhythm of the Nigerian National Anthem; explain rhythm; analyse types of rhythm;	Pupils as a class, tap the bass drum rhythm of the Nigerian National Anthem Ta: a: Ta: a: Ta: Ta: Ta: a. Pupils in small groups, analyse a given rhythm and share it with the class. Pupils as a class, compare types of rhythm. Pupils in small groups, clap the given rhythm.	Creativity and imagination, Communication and collaboration, Critical thinking and problem solving, Leadership and personal development.	Audio visual resources: Phone metronome, clef, piano, triangle, drum, Chalk board/magic boards Web resource: <a href="https://www.youtube.com/watch?v=cHd-15AJT0">https://www.youtube.com/watch?v=cHd-15AJT0</a>
3.	Theatrical elements and Personnel	By the end of the lesson, pupils should be able to: identify elements of a play production; mention the various people involved in a play production; Evaluate one Nigerian theatrical personnel in history.	Pupils as a class, explain the meaning of theatre. Pupils in small groups, identify elements of a play production. Pupils as a class, mention various people involved in a play production. Pupils peer up and discuss about theatrical personnel in Nigeria.	Creativity and imagination, Communication and collaboration, Critical thinking and problem solving, Leadership and personal development, Citizenship.	Audio visual resources: Picture of National theatre, DVDs, Phone Picture of theatrical elements 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=UeBkrEALyvw">https://www.youtube.com/watch?v=UeBkrEALyvw</a>
4.	Forms of Dance	By the end of the lesson, pupils should be able to: state the forms of dance; criticize notable Nigerian dancers; demonstrate one form of dance.	Pupils as class, analyse and discuss forms of dance. Pupils in pairs, mention notable Nigerian dancer and justify their form of dance. Pupils in small groups, demonstrate one form of dance.	Critical thinking and problem solving, Creativity and imagination, Leadership and personal development, Citizenship, Communication and collaboration.	Audio visual resources: Phone, CDs, Audio player, Video Player, Computer. 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.	Imaginative and Creative Drawing	By the end of the lesson, pupils should be able to: analyse imaginative drawing; draw from imagination; evaluate created artwork.	Pupils peer up to describe imaginative drawing and share with the class. Pupils as individual, draw from imagination focusing on current affairs. Pupils in small groups, interpret and discuss created artwork.	Creativity and imagination, Critical thinking and problem solving, Communication and collaboration Citizenship	Audio visual resources: Donkey bench, drawing board, Sketch pad Paper, pencil, eraser, crayon, Web resource: <a href="https://www.youtube.com/watch?v=mr3htC3IW1">https://www.youtube.com/watch?v=mr3htC3IW1</a>
6.	Choral Singing	By the end of the lesson, pupils should be able to: explain choral singing; classify choral singing;  list types of singing	Pupils as a class, listen to short choral songs provided by the teacher.  Pupils as a class, discuss choral singing. Pupils as a class, mention types of choral.	Creativity and imagination, Communication and collaboration,  Critical thinking and problem solving,	Audio visual resources: Phone, CDs, Audio player, Video Player, Computer.  Chart showing different types of choral singers Web resource: <a href="https://www.youtube.com/watch?v=Z62qKCWKn8I">https://www.youtube.com/watch?v=Z62qKCWKn8I</a>
7.	<b>TEST/MIDTERM/OPEN DAY</b>				



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
8.	Casting and Rehearsal	By the end of the lesson, pupils should be able to: analyse the process of casting; discuss the meaning of rehearsal; plan a rehearsal schedule for end of term/year play.	Pupils as a class, explain the process of casting. Pupils as a class, explain the meaning of rehearsal. Pupils in small groups, discuss and plan a rehearsal schedule for end of term/year play.	Creativity and imagination, Critical thinking and problem solving, Communication and collaboration	Audio visual resources: Chalkboard/ Magic board, script or a written scenario for an improvise drama, Web resource:
9.	Card Making and decoration	By the end of the lesson, pupils should be able to: list the types of cards; justify materials for making cards; Create greeting cards.	Pupils as class, list types of cards and discuss their uses. Pupils in small groups, tell why they choose the type of materials for making their cards. Pupils peer up to create greeting card.	Critical thinking and problem solving, Creativity and imagination, Communication and collaboration Leadership and personal development,	Audio visual resources: Sketch book, cardboard sheet, paper, Different type of cards, brushes, pencil, crayons, gum. Web resource: <a href="https://www.youtube.com/watch?v=hyiq4HCq10g">https://www.youtube.com/watch?v=hyiq4HCq10g</a>
10&11.	REVISION				
12&13.	EXAMINATIONS				

Cultural and Creative Arts  
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LAGOS STATE MINISTRY OF EDUCATION  
UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS  
CULTURAL AND CREATIVE ARTS

Term 2 Primary 6

ART AND CRAFT

PRIMARY SIX

SECOND TERM

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1.	Readiness test Mosaic	By the end of the lesson, pupils should be able to: Appraise mosaic work. Justify the materials and tools used for making mosaic. create mosaic to reflect ills of HIV/AIDS, cultism, Corvid 19.	Pupils in small groups, inspect the mosaic works provided by the teacher Pupils as a class, discuss mosaic work making reference to the inspected works Pupils in small groups, defend the materials they choose for making their own mosaic Pupils peer up to create mosaic work of their choice.	Creativity and imagination, Communication and collaboration, Critical thinking and problem solving, Leadership and personal development, Citizenship.	Audio visual resources: Mosaic works, charts Sheet of wood, colored glass, tile adhesive, pencil, paper, marker, hammer, mosaic tile craft grout, sponge, grout float, paper towel, white vinegar, spray bottle, gloves, painters' tape. Web resource: <a href="https://www.instructables.com/How-To-Make-a-Mosaic-For-Beginners/">https://www.instructables.com/How-To-Make-a-Mosaic-For-Beginners/</a> <a href="https://www.youtube.com/watch?v=t0WUpSxSafA">https://www.youtube.com/watch?v=t0WUpSxSafA</a>
2.	Choral Singing	By the end of the lesson, pupils should be able to: evaluate choral singing; classify choral singing; practice and perform a choral piece.	Pupils as a class, listen to short choral songs provided by the teacher and identify melody line. Pupils as a class, discuss choral singing. Pupils as an individual, sing or peer up to sing a choral piece.	Creativity and imagination, Communication and collaboration, Critical thinking and problem solving,	Audio visual resources: Phone, CDs, Audio player, Video Player, Computer. Chart showing different types of choral singers Web resource: <a href="https://www.youtube.com/watch?v=Z62qKCWKn8I">https://www.youtube.com/watch?v=Z62qKCWKn8I</a>
3.	Introduction to play production.	By the end of the lesson, pupils should be able to: discuss a play production; analyse Nigerians play production; evaluate one Nigerian actor/actress.	Pupils as a class, explain play production. Pupils as a class, assess the effect of a play on our community. Pupils peer up and examine a Nigerian actor/actress.	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=UeBkrEALyww">https://www.youtube.com/watch?v=UeBkrEALyww</a>
4.	Forms of Dance	By the end of the lesson, pupils should be able to: identify notable Nigerian dancers; examine their contribution to national development; demonstrate one form of dance.	Pupils in pairs mention notable Nigerian dancers and discuss their attribute with the class. Pupils, as a class, discuss the contribution of Nigerian dancers to national development. Pupils in small groups, demonstrate one form of dance.	Critical thinking and problem solving, Creativity and imagination, Leadership and personal development, Citizenship, Communication and collaboration,	Audio visual resources: Phone, CDs, Audio player, Video Player, 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.	Care of Tools and Equipment used in Arts, Performing arts and entertainment.	By the end of the lesson, pupils should be able to: Identify tools and equipment used in Arts, Performing arts and entertainment; Categorize each tools and equipment into Arts, Performing arts and entertainment; Explain how to care for each tool and equipment used in Arts, Performing arts and entertainment.	Pupils in small groups, identify tools and equipment used in Arts, performing arts and entertainment and share their findings with the class. Pupils as a class, list the tool and equipment under Arts, Performing arts and entertainment. Pupils peer up to explain how to care for each tools and equipment.	Creativity and imagination, Critical thinking and problem solving, Communication and collaboration Leadership and personal development,	Audio visual resources: Chart of tools and equipment used in Arts, Performing arts. Ballet Barres, music stands, dance studio mirrors, sprung dance floors, banners, stage curtains, choir folders, orchestra chairs, makeup mirrors Web resource: <a href="https://www.youtube.com/watch?v=mr3htTc3lWI">https://www.youtube.com/watch?v=mr3htTc3lWI</a>
6.	Role Play	By the end of the lesson, Pupils should be able to: discuss role playing;	Pupils as a class, explain the meaning of role play.	Leadership and personal development,	Audio visual resources: Television, DVDs, VCDs,



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		mention the function of role play; identify occasions when role play can be used; compare the difference between role play and acting.	Pupils as a class, mention the function of role play. Pupils in small groups, identify occasions when role play can be used and share with the class. Pupils peer up and compare the difference between role play and acting.	Creativity and imagination, Communication and collaboration, Critical thinking and problem solving,	Pictures or charts, of different people profession. Web resource:
7.	<b>TEST/MID-TERM/OPEN DAY</b>				
8.	Recycling	By the end of the lesson, pupils should be able to: Explain the meaning of recycling; Mention the importance of recycling; Identify materials that can be recycled. Recycle using plastic bottle for utilitarian use.	Pupils as a class, explain the meaning of recycling. Pupils in pairs, discuss the importance of recycling and share their thought with the class. Pupils in small groups, identify materials that can be recycled. Pupils in small groups, recycle plastic bottles to be use as decorative element in the class. Pupils as a class, learn the song on recycle in the web resource)	Creativity and imagination, Critical thinking and problem solving, Communication and collaboration	Audio visual resources: Chalkboard/ Magic board, paper, bottles, old book, newspaper etc. Web resource: <a href="https://www.youtube.com/watch?v=7UuUeoyYmxI">https://www.youtube.com/watch?v=7UuUeoyYmxI</a> <a href="https://www.youtube.com/watch?v=Ns8TRWIWGA">https://www.youtube.com/watch?v=Ns8TRWIWGA</a>
9.	Introduction to still life drawing	By the end of the lesson, pupils should be able to: appraise still life drawing, identify different parts of the body; sketch a full human figure.	Pupils as a class, discuss the meaning of life drawing. Pupils in small groups, identify the correct shape different parts of the body from a given diagram. Pupils in small groups, identify and sketch a full human figure of a notable person.	Creativity and imagination, Communication and collaboration, Critical thinking and problem solving, Leadership and personal development, Citizenship.	Audio visual resources: Donkey bench, drawing board, Sketch pad Paper, pencil, eraser, crayon, chart of different types of life drawing Web resource: <a href="https://www.artfactory.com/still-life/still-life-pencil.html">https://www.artfactory.com/still-life/still-life-pencil.html</a>
					<a href="https://www.youtube.com/watch?v=L_elHeo1PqQ">https://www.youtube.com/watch?v=L_elHeo1PqQ</a>
10	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://cobussen.com/teaching/what-is-music/">https://cobussen.com/teaching/what-is-music/</a>
11.	<b>REVISION</b>				
12&13.	<b>EXAMINATIONS</b>				

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

**Term 3 Primary 6**

**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=UeBkrEALyvw">https://www.youtube.com/watch?v=UeBkrEALyvw</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:



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
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>				

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