

ART APPRECIATION GRADE 6

LEARNING OUTCOMES:

By the completion of the Grade the child should be able to:

- Explore and use variety of art materials in art appreciation.
- Make use of a range of skills to present art appreciation work for a variety of audiences and purposes.
- Show an understanding of the ways artwork is applied in particular areas in Maldives.
- Plan and present visual artwork for particular occasions, taking into account factors such as purpose, space, material and equipment.
- Talk and write informally about personal observation of visual artwork.

SPECIFIC OBJECTIVES:

The child should be able to:

- Integrate Art and Craft with other related subjects in the curriculum.
- Appreciate our traditional culture.
- Teach pupils to appreciate various aesthetic qualities of objects in the environment.
- To enjoy themselves by viewing the work in an exhibition.
- Look at natural scenes or look at nature and incorporate it into designs.
- Examine the work of local artists.
- Appreciate the characteristics of traditional crafts of Maldives.
- Observe typical characteristics features of things found in different areas in the island.
- Study various shapes and designs of lacquer work available in Maldives.
- Develop listening skills

TOPIC /ACTIVITY	MATERIALS	GUIDELINE FOR TEACHERS
<p>PUPIL'S WORK</p> <ul style="list-style-type: none"> • pupil's own work • other pupil's work <p>DESIGN IN NATURE (colour, form, texture, shape) <i>suggested topics:</i></p> <ul style="list-style-type: none"> • landscape • seascape • animal • insects • plants • fruits etc. <p>VISIT</p>		

<ul style="list-style-type: none">• Museum• Local Artists• Visit exhibitions		
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ART APPRECIATION GRADE 7

LEARNING OUTCOMES:

At the completion of the Grade the child should be able to:

- Explore and experiment by using specific art materials.
- Use specific skills, techniques and process in Art appreciation.
- Select, combine and manipulate shapes, forms, structure and image using a range of skills, techniques and processes in art appreciation activities.
- Show an understanding of the ways art appreciation works are made in particular cultural and historical context.
- Plan select and modify materials for a particular occasions, taking into account factors such as purpose space material and equipment.
- Identify differences in visual artwork at particular time or place.

SPECIFIC OBJECTIVES:

The child should be able to:

- Integrate Art and Craft with other related subject in curriculum.
- Understand art from past to present.
- Observe art using appropriate terminology.
- Appreciate the various aesthetic qualities of objects in the environment.
- Appreciate our cultural heritage.
- Inculcate a sense of appreciation.
- Be aware of natural resources in relation to the study of art.
- Develop power of evaluation by encouraging self-analysis and criticisms.
- Observe and criticise their work.
- Develop and understanding and appreciation of artwork by local and foreign artist.

TOPIC /ACTIVITY	MATERIALS	GUIDELINE FOR TEACHERS
<p>PUPIL'S WORK</p> <ul style="list-style-type: none"> • pupil's own work • other pupils' work <p>ARCHITECT IN MALDIVES</p> <ul style="list-style-type: none"> • buildings • the Presidents Palace • houses <p>VISIT</p> <ul style="list-style-type: none"> • Local Artists • Visit exhibitions • any famous artist's(if possible) 		

DRAWING AND PAINTING GRADE 6

LEARNING OUTCOMES:

At the completion of the Grade the child should be able to:

- Experiment and use variety of materials in making drawings and paintings.
- Use variety of skills, techniques and process appropriate to drawing and painting activities.
- Present drawings and paintings for a variety of audiences and purposes.
- Show an understanding of the ways drawing and painting work is applied in particular areas in Maldives.
- Talk and write informally about personal observation of drawings and paintings done by different Artists in Maldives.

SPECIFIC OBJECTIVE:

The child should be able to:

- Understand simple visual concepts.
- Develop self-motivation and self-confidence in creative work through picture making.
- Understand the lifestyle of the people.
- Be aware of how certain colours compliment and contrast in drawing and picture composition.
- Develop drawing skills (distance, depth, background and fore ground using a variety of media)
- Plan and organise ideas through given themes.
- Use simple basic shading.
- Appreciate the beauty of nature.
- Develop the ability to draw shapes of things by looking.
- Develop the ability to sketch and shade with pencil.
- Ability to draw incidents and events from memory.

TOPIC / ACTIVITIES	MATERIALS	GUIDELINES FOR TEACHERS
LINE DRAWING <ul style="list-style-type: none"> • different types of lines • slow and fast lines 	Pens, pencils, paper, colours and ruler.	Try to create an interest among children to observe different kinds of lines.
COLOUR STUDY <ul style="list-style-type: none"> • warm colours • cool colours • contrasting colours 	Water colours, brush, palette	Organise the class to work in groups. Observe different colours in the environment. Mix colours in the classroom.
FIVE TONES AND SHADE	Shading pencils 2B, 4B, and 6B. Water colours.	Show the tonal values of simple objects on the blackboard and explain.
FIGURE DRAWING <ul style="list-style-type: none"> • figures in action 	Pen and ink, paper.	Explain the main lines and shapes involved in figure drawing.

<ul style="list-style-type: none"> figures in different poses 		Drawing students, standing, sitting, running etc.
OBJECT DRAWING (STILL LIFE) <ul style="list-style-type: none"> 2D and 3D forms 	Colours, pastels, pen and ink, pencils, coloured paper.	Ask the children to observe the different tones in objects due to light and shades.
LANDSCAPE AND SEASCAPE	Any suitable media can be used.	Show and explain the concepts using painted landscapes. Encourage them to observe landscapes and seascapes.
STILL LIFE	Shading pencils, colours, pastels and brushes	Draw attention to texture, light and shade in objects
IMAGINATIVE DRAWINGS	Any suitable media can be used.	Let the children create their own imaginative drawings. Ask questions about their drawings.
PICTURE COMPOSITIONS <ul style="list-style-type: none"> A rainy day. Reflection in water School interval Figures in action 	Water colour, crayons, pencil and paper	Encourage children to use different media in picture composition
DESIGN <ul style="list-style-type: none"> Creating design by cutting and pasting Creating design by drawing and colouring 	Coloured paper, colours, brush and gum	Encourage creativity in the use of lines and colours. Assign design for each group.

DRAWING AND PAINTING GRADE 7

LEARNING OUTCOMES:

At the completion of the Grade the child should be able to:

- Explore and experiment by using specific materials for different purpose in making drawings and paintings.
- Select, combine and manipulate shapes, forms, structure and image using a range of appropriate skills, techniques and processes for selected specific activities.
- Plan select and modify drawing and painting work presentations for a *particular* occasions, taking into account factors such as *purpose space material and equipment*.
- Show an understanding of the ways drawings and Maldivians and other countries Artists make paintings.
- Identify differences in drawings and paintings from different cultures, past & present.

SPECIFIC OBJECTIVES:

The child should be able to:

- Understand visual concepts.
- Study and understand the lifestyle of people.
- Appreciate the beauty of seascapes, landscapes and the buildings in the Maldives.
- Plan and organise to work as a team.
- Develop an awareness of various human facial expressions.
- Appreciate the beauty of nature.
- Develop the ability to sketch and shade showing movements, speed, distance and depth.
- Develop ability to draw incidents and events from memory.
- Use different kinds of lines to express feelings, speed and movement in drawing.
- Be aware of how certain colours compliments and contrast in drawing and in picture composition.
- Draw foreshortening and proportionate figures.

TOPIC / ACTIVITIES	MATERIALS	GUIDELINES FOR TEACHERS
LINE DRAWING <ul style="list-style-type: none"> • Man-made objects • Natural objects 	Pens, pencils, paper, colours and ruler.	Teacher should draw the attention to the rhythm and movement in plant life and contrast it with man-made objects.
COLOUR STUDY TONE AND TEXTURE <ul style="list-style-type: none"> • Mixing colours • Making a picture composition with natural and man-made objects 	Water colours, brush, palette, pastel	Let the children work in groups. However, if some children desire to work alone, allow them to do so
APPLICATION OF DIFFERENT TONES FOR 3D OBJECTS <ul style="list-style-type: none"> • Drawing object in 3 dimension 	Shading pencils 2B, 4B, 6B, and colours.	Introduce various objects to the class and draw their attention to light and shade in relation to the background.

<p>FIGURE DRAWING</p> <ul style="list-style-type: none"> • Student poses as models to show foreshortening • Practice figure drawing in picture composition 	<p>Pen and ink, paper.</p>	<p>Through demonstration, explain foreshortening and proportions. Encourage them to draw figures overlapping each other.</p>
<p>OBJECT DRAWING (PERSPECTIVE IN DETAIL)</p> <ul style="list-style-type: none"> • Perspective • Light and shade • Vantage point • Background 	<p>Water colours pastels, pen and ink, charcoal or any mixed media</p>	<p>Show a common object like a box and show spherical objects to explain the lesson.</p>
<p>LANDSCAPE AND SEASCAPE</p>	<p>Watercolours, pastel, pen and ink.</p>	<p>Discuss the changes children notice at different times of the day. Show them picture and ask them to tell you the time of the day shown. Show pictures and explain how depth and perspective is show in them.</p>
<p>STILL LIFE</p>	<p>Shading pencils, colours, pastels and brushes</p>	<p>Help the children to observe objects before drawing them.</p>
<p>IMAGINATIVE DRAWINGS</p> <ul style="list-style-type: none"> • Maldives 50 years ago • Maldives 50 years after • Life on the moon • Unusual living creatures 	<p>Children will choose their own materials.</p>	<p>Encourage creativity.</p>
<p>PICTURE COMPOSITIONS</p> <ul style="list-style-type: none"> • Field trips to important places in the island. • Drawing such a place 	<p>Water colour, crayons, mixed media</p>	<p>Show pictures and explain the arrangement of figures, objects, colours etc. to balance the composition.</p>

PRINTING AND DESIGNING GRADE 6

LEARNING OUTCOMES:

At the completion of the Grade the child should be able to:

- Experiment and use variety of materials in making printing and designing work.
- Use variety of skills, techniques and process appropriate to printing and designing activities.
- Present printing and designing for a variety of audiences and purposes.
- Show an understanding of the ways printing and designing work is applied in particular areas in Maldives.
- Talk and write informally about personal observation of printing and designing done by different Artists in Maldives.

SPECIFIC OBJECTIVE:

The child should be able to:

- Use experiences in stage decoration.
- Develop sensory and perceptual awareness in picture making through print.
- Explore and experiment with different materials and media.
- Incorporate calligraphy as part of linear study.
- Appreciate good colour sense and layout of poster.
- Be aware that proper mounting will enhance the aesthetic appearance of a piece of artwork.
- Know the correct of a well-balanced arrangement using cut-out shapes.
- Make discoveries on the shape form, texture and colour of natural specimens.
- Develop ability to make and design cards for special occasions.
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TOPIC / ACTIVITIES	MATERIALS	GUIDELINES FOR TEACHERS
PRINTING <ul style="list-style-type: none"> • Paper printing • Leaf printing • Potato printing • Stencil printing 	Potatoes, leaves, paper, cutters, water colours, Bristol boards	Show the children samples of designs made using different materials. Discuss designs to motivate and create interest.
DESIGNING <ul style="list-style-type: none"> • Greeting cards 	Water colours, pencil colours, crayons, pastels etc	Encourage the children to use mixed media in designing

PRINTING AND DESIGNING GRADE 7

LEARNING OUTCOMES:

At the completion of the Grade the child should be able to:

- Explore and experiment by using specific materials for different purpose in making printing and designing.
- Select, combine and manipulate shapes, forms, structure and image using a range of appropriate skills, techniques and processes for selected specific activities.
- Plan select and modify drawing and painting work presentations for a *particular* occasions, taking into account factors such as *purpose space material and equipment*.
- Show an understanding of the ways designing and Maldivian and other countries Artists do printings.
- Identify differences in printing and designing from different cultures, past & present.

SPECIFIC OBJECTIVES:

The child should be able to:

- Use experience in stage decorations.
- Explore and experiment with different materials and media.
- Appreciate good colour sense and layout of posters
- Know that proper mounting will enhance the aesthetic appearance of a piece of artwork.
- Appreciate the different form of architecture.
- Study the characteristics of texture produces by printing with objects
- Learn to identify and appreciate the different shapes and forms of buildings.
- Make and design cards for different occasions.

TOPIC / ACTIVITIES	MATERIALS	GUIDELINES FOR TEACHERS
PRINTING • Lino-printing	Lino sheet, wooden block, lino cutter, printing ink, ink rollers and glass.	Explain and demonstrate the mixing application of colours to the block rollers. Let the children work in groups.
DESIGNING • Logos • Invitation cards/ greeting cards • Posters for different occasions	Water colour, poster colour, pastels, crayons, pencil colours, lettering sets, markers, Bristol boards	Show them different types of posters. Encourage children to use mixed media in designing posters. Let the children work in groups.
GROUP WORK • Printing T-shirts (stencil) • Making book covers • Advertisements	T-shirts, batik colours, sponge, glass sheet to mix colours,	Show them different types of advertisements Take them to the library and discuss about different book covers.

COLLAGE GRADE 6

LEARNING OUTCOMES:

At the completion of the Grade the child should be able to:

- Explore and use a variety of art materials in making collage work.
- Use variety of skills, techniques and process appropriate to collage activities.
- Make use of a range of skills to present collage work for a variety of audiences and purposes.
- Show an understanding of the way collage work is applied in particular areas in Maldives.
- Plan and present collage work for particular occasions, taking into account factors such as purpose, space, material and equipment.
- Talk and write informally about personal observation of collage work.

SPECIFIC OBJECTIVES:

The child should be able to:

- Make pictorial composition by utilising scrap materials.
- Observe and recognise simple shapes found in nature and the environment.
- Work with scrap material in an innovative way.
- Identify and arrange suitable shapes to form a design through collage techniques.
- Develop through selective decision making, imaginative and creative work.
- Use things found in the environment.
- Be able to make beautiful and useful things with the materials found in the environment.
- Enrich ideas and develop creativity.

TOPIC / ACTIVITIES	MATERIALS	GUIDELINES FOR TEACHERS
PAPER COLLAGE <ul style="list-style-type: none"> • Making a single element. • Making a composition. 	Old newspapers, magazines, tissue paper, gum, scrap book	Show them a paper collage. Show them how to tear paper for collage. Help children in the selection of materials. Encourage them to draw clear figures for collage work.
CLOTH COLLAGE <ul style="list-style-type: none"> • Using, thick and thin clothes. 	Different types and colours of clothes, gum	Encourage children to use their own imagination. Help children in the selection of materials. Assign group work.
GROUP WORK <ul style="list-style-type: none"> • Making murals using mixed materials • Using different materials to show action. 	Newspapers, magazines, tissue paper, gum	Help children in the selection materials. Guide them while they are engaged.

COLLAGE GRADE 7

LEARNING OUTCOMES:

At the completion of the Grade the child should be able to:

- Explore and experiment by using specific art materials in collage work.
- Use specific skills; techniques and process appropriate to collage activities.
- Select, combine and manipulate shapes, forms, structure and image using a range of skills, techniques and processes in collage activities
- Show an understanding of the ways collage works are made in particular cultural and historical context.
- Plan select and modify collage works presentations for a particular occasions, taking into account factors such as purpose space material and equipment.
- Identify differences in collage work at particular time or place.

SPECIFIC OBJECTIVES:

The child should be able to:

- Make pictorial composition by utilising scrap materials.
- Observe and recognise simple shapes found in nature and the environment.
- Work with scrap material in an innovative way.
- Experiment with patterns in a variety of media.
- Explore the possibilities of utilising various types of paper.
- Develop through selective decision making, imaginative and creative work.
- Use thing found in the environment.
- Make attractive and useful things with materials found in the environment.
- Enrich ideas and develop creativity.

TOPIC / ACTIVITIES	MATERIALS	GUIDELINES FOR TEACHERS
PAPER COLLAGE <ul style="list-style-type: none"> • Using light, heavy, thick and thin, cards. • Tissue paper collage. 	Old newspapers, magazines, tissue paper, gum, drawing block.	Show them a paper collage. Show them how to tear paper for collage. Help children in the selection of materials. Encourage them to draw clear figures for collage work.
CLOTH COLLAGE <ul style="list-style-type: none"> • Using, thick and thin clothes. • Arranging different textural collage. 	Different types and colours of clothes, gum	Encourage children to use their own imagination. Help children in the selection of materials. Assign group work.
MIXED COLLAGE THREADS <ul style="list-style-type: none"> • Exploration of lines and shapes by using different threads. • Doing symmetrical designs using rope and other threads. 	Coloured thread, wool, strings, rope	Encourage creativity in collage. Arrange the materials in different ways to show them effects.
GROUP WORK	Newspapers, magazines, tissue paper, gum	Help children in the selection materials.

<ul style="list-style-type: none">• Making murals using mixed materials		Guide them while they are engaged.
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3D ACTIVITIES GRADE 6

LEARNING OUTCOMES:

At the completion of the Grade the child should be able to:

- Experiment and use variety of materials in making 3D work.
- Use variety of skills, techniques and process appropriate to 3D activities.
- Present 3d work for a variety of audiences and purposes.
- Show an understanding of the ways 3D work is applied in particular areas in Maldives.
- Talk and write informally about personal observation of 3D work in Maldives.

SPECIFIC OBJECTIVE:

The child should be able to:

- Develop manipulative skills in the use of materials and tools.
- Enrich visual experience through various exploratory activities.
- Provide a stimulus to increase visual and tactile sensitivity.
- Find more about patterns by looking at the structure of natural forms.
- Participate in planning, organisation and problem solving in play activity within a team.
- Develop their power of observation and expression.
- Sculpt with a variety of media.
- Develop visual and tactile experience in model making and scrap materials.
- Develop dexterity and manipulative skills.
- Know that things found in the environment can be utilised to make useful things.

TOPIC / ACTIVITIES	MATERIALS	GUIDELINES FOR TEACHERS
MODEL MAKING AND SCULPTING <ul style="list-style-type: none"> • Clay modelling • Paper (papier mache) • Soap sculpting • Drinking straw sculpting. 	Clay, newspaper, soap, carving tools, straws	Provide information that will help to think about form and structure. Show them a completed papier mache. Demonstrate and explain how each carving tool is used.
TOY MAKING <ul style="list-style-type: none"> • Boxes • Scrap materials • Cloth • Card boards 	Different types of boxes, scrap materials, cloth, card board, balsa wood,	Provide information that will help to think about the form and structure. Advise children to think about the proportion when making toys while keeping to creativity.
ACTIVITIES ON FOUND MATERIALS <ul style="list-style-type: none"> • Tins/ boxes • Coconut shells • Wood 	Scrap materials	Encourage them to love their environment by making use of found materials and advise them to recycle whatever they can.

<p>FANCY CRAFT</p> <ul style="list-style-type: none">• Earrings of beads/ seeds• Masks	<p>Thread, needle, elastic, different types of beads and seeds, wire</p>	<p>Show them some items made using beads and seeds. Discuss how it is made and get ideas from children</p>
<p>FLOWER MAKING USING</p> <ul style="list-style-type: none">• Polythene bags• Shells• Crepe paper	<p>Polythene bags, shells, crepe paper, gum,</p>	<p>Discuss the shapes of different flowers. Show them how to cut the petals Ask them what other materials they can use to make flowers. Encourage recycling.</p>

3D ACTIVITIES GRADE 7

LEARNING OUTCOMES:

At the completion of the Grade the child should be able to:

- Explore and experiment by using specific materials for different purpose in making 3D work.
- Select, combine and manipulate shapes, forms, structure and image using a range of appropriate skills, techniques and processes for selected specific activities.
- Plan select and modify 3D work presentations for a *particular* occasions, taking into account factors such as *purpose space material and equipment*.
- Show an understanding of the ways 3D works are made in Maldives and other countries.
- Identify differences in 3D work from different cultures, past & present.

SPECIFIC OBJECTIVE:

The child should be able to:

- Develop manipulative skills in the use of materials and tools.
- Enrich their visual experience through various exploratory activities.
- Increase visual and tactile sensitivity.
- Find more about patterns by looking at the structure of natural forms.
- Participate in teamwork.
- Discover joining techniques and joining materials, the strengthening qualities used in construction and ways of finishing and decorating the work.
- Develop their perception and discrimination of art form at their own level.
- Develop visual and tactile experience in model making using scrap materials.
- Complete a project from its inception through to its finish.
- Develop dexterity and manipulative skills.
- Know that things found in the environment can be utilised to make useful things.

TOPIC / ACTIVITIES	MATERIALS	GUIDELINES FOR TEACHERS
MODEL MAKING AND SCULPTURING <ul style="list-style-type: none"> • Sawdust and starch • Wire sculpting • Clay 	Sawdust, starch, wire, clay, pliers, clay, different objects to shape the wire	Provide information that will help to think about form and structure.
TOY MAKING USING <ul style="list-style-type: none"> • Card boards • Coconut shells • Regiform • Cloth • Cone, cylinders and boxes • 	Cardboard, coconut shell, regiform, cloth, different types of boxes, gum	Avoid complicated work. Advise children to think about the proportion when making toys while keeping to creativity.
ACTIVITIES ON FOUND MATERIALS <ul style="list-style-type: none"> • Wood 	Scrap materials	Encourage them to love their environment by making use of found materials and advise them to

<ul style="list-style-type: none"> • Tins, boxes • Coconut shells 		<p>recycle whatever they can.</p>
<p>FANCY CRAFT</p> <ul style="list-style-type: none"> • Jewellery out of beads/ seeds • Decorations • Masks • Containers 	<p>Beads, seeds, gum, Bristol board, different kinds of containers</p>	<p>Show them some items made using beads and seeds. Discuss how it is made and get ideas from children. Discuss different kinds of jewellery.</p>
<p>FLOWER MAKING using</p> <ul style="list-style-type: none"> • Polythene bags • Crepe paper • Shells, cloth etc. 	<p>Polythene bags, shells, crepe paper, gum,</p>	<p>Discuss the shapes of different flowers. Show them how to cut the petals Ask them what other materials they can use to make flowers. Encourage recycling.</p>

SEWING AND NEEDLE WORK GRADE 6

LEARNING OUTCOMES:

At the completion of the Grade the child should be able to:

- Experiment and use variety of materials in making weaving and needle work.
- Use variety of skills, techniques and process appropriate to weaving and needle activities.
- Present weaving and needle craft for a variety of audiences and purposes.
- Understand the types of clothes people wear in Maldives
- Show an understanding of the ways sewing work is applied in particular areas in the Maldives.
- Experiment with different types of stitches to make simple sewing.
- Talk and write informally about personal observation of sewing in Maldives.

SPECIFIC OBJECTIVES:

The child should be able to:

- Appreciate weaving techniques.
- Design for a specific purpose.
- Discover what a line can achieve.
- Practise in measuring cutting and stitching.
- Understand the possibilities and limitation in knotting patterns with the materials used.
- Develop their manipulative skills with needle and thread.
- Create designs that are suitable for different purposes.
- Know different types of seams and stitches.
- Mend tears by darning and patching.
- Fix buttons and do button holes.
- Make useful accessories like handkerchief and band etc.
- Develop specific skills to complete a particular project.
- Understand the use and care of specific tools and materials.

TOPIC / ACTIVITIES	MATERIALS	GUIDELINES FOR TEACHERS
<p>NEEDLE WORK</p> <ul style="list-style-type: none"> • Types of seams (plain seam, run and fell seam, French seam) • Embroidery • How to mend tears (darning and patching) • Making buttonholes and fixing buttons. • Fixing hooks and loops • Cutting and shaping materials for sewing. • Making handkerchiefs, baby's dress, bands and other similar projects. 	<p>Needle, thread, cloth, button, scissors, hooks loops</p>	<p>Show a completed seam to the children. Discuss the uses of seams. Explain while demonstrating how to sew the seam. It's important to see that all the children complete the work the assigned work. Show a completed work of darning and patching. Discuss why darning and patching is done. Discuss different types of buttons and their uses. Explain while demonstrating the steps in fixing buttons.</p>

<ul style="list-style-type: none">• Hemming knot, satin stitch, feather stitch, satin stitch, herringbone stitch, French knots		
<p>SEWING</p> <ul style="list-style-type: none">• Stuffed, embroidered toy/doll• Cushion cover• Spectacle case• Tapestry purse• Simple garments	As per item.	Let the children choose the item they would like to sew. Help them only when they need help.

SEWING AND NEEDLE WORK GRADE 7

LEARNING OUTCOMES:

At the completion of the Grade the child should be able to:

- Show an understanding of the ways weaving and needlework is applied in particular areas in Maldives.
- Talk and write informally about personal observation of weaving and needle craft done by different Artists in Maldives.
- Experiment and use variety of materials in needlework.
- Use variety of skills, techniques and process appropriate to needle work.
- Present needlework for a variety of purposes.

SPECIFIC OBJECTIVES:

The child should be able to:

- Discover rhythm as a quality of design through pattern making.
- Practise in measuring, cutting, stitching and general layout.
- Be aware of shape and rhythm through pattern work.
- Develop their manipulative skill with needle and thread.
- Practise in measuring cutting and stitching
- Understand the possibilities and limitation in knotting patterns with the materials used.
- Develop manipulative skill with needle and thread.
- Create design that is suitable for different purposes.

TOPIC / ACTIVITIES	MATERIALS	GUIDELINES FOR TEACHERS
EMBROIDERY <ul style="list-style-type: none"> • Chain stitch • Stem stitch • Cross stitch • Satin stitch 	Cloth, coloured silk, thread, needle, pencil	Show completed design with different types of stitches. Discuss the design. Encourage creativity in design and stitches.
<ul style="list-style-type: none"> • Thread a sewing machine and sew. • Do creative stitches. • Cut patterns for sewing. • Adapt traditional embroidery and sewing to a contemporary dress design. 	Sewing machine	Let the children choose the item they would like to sew. Help them only if they need help.

PAPERCRAFT GRADE 6

LEARNING OUTCOMES:

At the completion of the Grade the child should be able to:

- Explore and use variety of art materials in making paper craft work.
- Use variety of skills, techniques and process appropriate to paper craft activities.
- Make use of a range of skills to present paper craft work for a variety of audiences and purposes.
- Show an understanding of the ways paper craftwork is applied in particular areas in Maldives.
- Plan and present paper craftwork for a particular occasion, taking into account factors such as purpose, space, material and equipment.
- Talk and write informally about personal observation of paper craftwork.

SPECIFIC OBJECTIVES:

The child should be able to:

- Create a sense of balance and movement through planning and designing paper craft.
- Make an item for home decoration / personal use.
- Construct simple interesting objects with different types of paper.
- Enjoy making paper crafts.
- Have fun while doing paper batiks.
- Be inventive, imaginative and resourceful in the use of materials provided.
- Make toys from scrap materials.
- Satisfy pupil's innate desire to express them creatively using paper craft.

TOPIC / ACTIVITIES	MATERIALS	GUIDELINES FOR TEACHERS
DECORATIONS (for special occasions using different types of silver and gold papers) <ul style="list-style-type: none"> • Chained / pleated decorations • Expanding hanging decorations 	Different types of paper, a pair of scissors,	Discuss different festivities that they can use paper decorations. Discuss the patterns with the children. Show them how to fold and cut the paper.
ORIGAMI <ul style="list-style-type: none"> • Birds/ butterflies • Boxes • Animals • Fish 	Origami paper	Discuss origami with the children.
MASKS using <ul style="list-style-type: none"> • Card board • Egg cartons 	Cardboard, glue, egg carton, cutter,	Show them different types of masks. Discuss how it is made and get ideas from children
PAPER BATIK	Paper, wax, paint,	Show then dye paper. Discuss how it is made.

PAPERCRAFT GRADE 7

LEARNING OUTCOMES:

At the completion of the Grade the child should be able to:

- Explore and experiment by using specific art materials in paper craftwork.
- Use specific skills, techniques and process appropriate to paper craft activities.
- Select, combine and manipulate shapes, forms, structure and image using a range of skills, techniques and processes in paper craft activities.
- Show an understanding of the ways paper craft works are made in particular cultural and historical context.
- Plan select and modify paper craft work presentations for a particular occasions, taking into account factors such as purpose space material and equipment.
- Identify differences in paper craftwork at particular time or place.

SPECIFIC OBJECTIVES:

The child should be able to:

- Emphasis and stimulate creative thinking.
- Make an item for home decoration / personal use.
- Learn how to construct interesting objects with different types of paper.
- Develop visual perception, sensory awareness and imagination through paper craft activities.
- Inventive, imaginative and resourceful in the use of materials provided.
- Explore the possibilities of utilising various types of paper.
- Develop ideas in decoration.
- Encourage creativity in pupils to make interesting toys from scrap materials.
- Improvise, inventive, and resourceful.

TOPIC / ACTIVITIES	MATERIALS	GUIDELINES FOR TEACHERS
<ul style="list-style-type: none"> • Pop-up greeting cards • Stationery boxes • Gift bags/boxes 	Bristol boards, cutters, glue	Discuss the items with the children. Explain how it is made. Let express their own ideas in making the items.
MASKS using <ul style="list-style-type: none"> • Card board egg cartons • papier mache • Boxes 		Show them different types of masks. Discuss how it is made and get ideas from children
ORIGAMI'S <ul style="list-style-type: none"> • Birds / animals • Decorations • Envelopes 	Origami paper	Discuss origami with the children.
MARBLE PAPER	Paint, droppers, brush, paper,	Show them different types of papers Discuss how it is made and get ideas from children

DRAMA GRADE 6

LEARNING OUTCOMES:

At the completion of the Grade the child should be able to:

- Explore and use variety of art materials in making drama work.
- Use variety of skills, techniques and process appropriate to drama activities.
- Make use of a range of skills to present drama work for a variety of audiences and purposes.
- Show an understanding of the ways drama work is applied in particular areas in Maldives.
- Plan and present drama work for a particular occasion, taking into account factors such as purpose, space, material and equipment.
- Talk and write informally about personal observation of drama work.

SPECIFIC OBJECTIVES:

The child should be able to:

- Explore movements, mime and expressions in different types of drama.
- Write dialogues and play lets appropriate for dramatising.
- Develop skills in showing expression making movements at appropriate places and time.
- Improvise situation, which they have experienced.
- Experiment wit different facial and body movements and talk and write about it.
- Rehearse and perform drama written for a particular purpose using their voice and action.
- Create interest and enjoyment for a variety of experiences.
- Recognise and discuss dramatic forms from other cultures, times and tradition.
- Explore dramatic forms such as ritual, mask and mime.
- Observe and interview people to develop characters for a play.
- Recognise that some people make a living form drama.

TOPIC / ACTIVITIES	MATERIALS	GUIDELINES FOR TEACHERS
<p>MIMING Individuals</p> <ul style="list-style-type: none"> • Watching a cartoon film • Making a dough • Tasting and smelling • Listening 		<p>Ask children to choose characters/action they want to mime. Give them time to think about what or how they are going show what they have chosen before presenting it to the whole class.</p>

<p>Pair work</p> <ul style="list-style-type: none"> • Mirroring • Opposites • Puppets • Shopkeepers/customers • Doctor/patient • Teacher/student 		<p>For pair work teacher can provide a situation and get them to work in pairs. Later give the children an opportunity to choose on their own to practise and when they are confident enough to present it to the whole class.</p>
<p>Group work</p> <ul style="list-style-type: none"> • Pulling dhoni on to the beach • Carrying a coffin • Undersea world 		<p>When the children practise in groups the teacher should go to different groups, give ideas or suggestions for improvement.</p>
<p>ROLE PLAY</p> <ul style="list-style-type: none"> • Imitating local characters • Story book characters • Historical characters 	<p>Story books, history books</p>	<p>These sessions are to give a chance for the children to express/imitate what they see or imagine.</p>
<p>DRAMATISING STORIES</p> <ul style="list-style-type: none"> • Folk tales • Historical stories • Stories written by students 	<p>Stories, costumes, props</p>	<p>Tell the story using audio visual materials. Ask children if they have understood the story. Choose student for different characters. Get student to identify appropriate costumes and props. Ask the class for comments and suggestions for improvement.</p>
<p>SCRIPT WRITING</p> <p>Write dialogues (with expressions and action) on different types of stories or small incidents.</p>	<p>Variety of stories</p>	<p>Give opportunities for the students to choose the story to write the script. Explain how to write scripts.</p>

DRAMA GRADE 7

LEARNING OUTCOMES:

At the completion of the Grade the child should be able to:

- Explore and experiment by using specific art materials in drama work.
- Use specific skills, techniques and process appropriate to drama activities.
- Select, combine and manipulate shapes, forms, structure and image using a range of skills, techniques and processes in drama activities.
- Show an understanding of the ways drama works are made in particular cultural and historical context.
- Plan select and modify drama work presentations for a particular occasions, taking into account factors such as pupose space material and equipment.
- Identify differences in drama work at particular time or place.

SPECIFIC OBJECTIVES:

The child should be able to:

- Create movements, expressions, and develop drama skills at appropriate places and time.
- Explore with different facial expressions, body movements and comment about it.
- Use voice, gestures and movements skills appropriate to different dramatic forms.
- Write scripts based on simple stories and themes for stage play and radio drama.
- Identify and report on the difference of radio and stage play script.
- Use appropriate terminology to comment on dramatic forms from other cultures, times and tradition.
- Create, rehearse and perform drama written for a specific purpose using their voice and actions.
- Critically evaluate own work and work of others.
- Appreciate and critically evaluate drama forms from past and present in Maldives and other cultures.
- Investigate and report on drama careers.
- Identify how drama reinforces stereotypes and values and discuss how drama has changed over time.

TOPIC / ACTIVITIES	MATERIALS	GUIDELINES FOR TEACHERS
IMPROMPTUDRAMA Present interesting familiar situations, which can be continued by the students.		Teacher should choose situation where students will have to show different emotion and different types of speech and action.
SCRIPT WRITING Writing scripts for radio dramas	Variety of stories	Show different types of scripts and get students to identify difference between radio dramas and stage play script.
DRAMA FOR INSTRUCTIONS Writing scripts to convey different messages as radio plays and as stage plays.	A list of different messages to be conveyed	Select messages appropriate to that particular island. Discuss the different messages in the class. What are the points to be stressed? Why is it a problem or why does this message have to be taken? Ask the student to prepare the script in groups.

MUSIC GRADE 6

LEARNING OUTCOMES:

At the completion of the Grade the child should be able to:

- Acquire better breath control for effective singing.
- Learn to breath in the proper places when singing.
- Learn to hold correct and comfortable posture
- To sing scales in different keys, maintaining correct pitch.
- Singing to the correct speed. Tempo
- To correct pitch – maintaining the rhythm and time and expression.
- To enjoy the song and sing with feeling.
- Understand the meaning of the song.
- Learn correct rhythm and beat

SPECIFIC OBJECTIVES:

The child should be able to:

- To prepare the student for singing.
- To be able to sing in the correct pitch.
- To control the voice to suit the pitch of the note.
- Understand the words of the songs and sing with feeling and enjoyment.
- Play local and cultural music.
- Drumming styles both local and brass band.

TOPIC / ACTIVITY	MATERIALS	GUIDELINE FOR TEACHERS
Breathing exercises <ul style="list-style-type: none"> • Breathing in and out for counts. • Hold breath, deep breathing 		These exercises are to get the students ready for the next activities
Voice control <ul style="list-style-type: none"> • Singing the scales on different keys. • Singing the scales with different lip formations • Singing at different level and speed. • Singing the 1st of the 8 notes • Singing in ascending and descending order 	Piano or a standard key board	Teacher should demonstrate the scales before getting the students to demonstrate.
Singing <ul style="list-style-type: none"> • Folk songs • Community songs • Patriotic songs • Solo and groups singing • Singing in harmony 	Piano or standard keyboard, cassette player Some books (folk songs and modern sentimental songs, songs of neighbouring countries)	Choose songs within students' vocal range. Give the words. Read the word with the correct pronunciation. Hum and demonstrate action. Form choir groups. Give as many opportunities to sing to an audience.

Drumming Different styles of drumming. (bodu beru, gaa odi, kaasi majaa, baburu lava etc.)	Bodu beru	If the teacher does not know the different styles of drumming, get local expert to teach the children
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MUSIC GRADE 7

LEARNING OUTCOMES:

At the completion of the Grade the child should be able to:

- Identify staves, clefs and notations.
- Major scales of C upward and downward.
- Note, rest and their values.
- Elements of music.
- Basic idea of time signs and bar lines.
- March, waltz and common time beats.
- Usage of correct hand positions and fingering.
- Know the five groups of music instruments.
- Identify the characteristic of different instruments.
- Understand the difference in waltz, march, jazz, country music and ballet

SPECIFIC OBJECTIVES:

The child should be able to:

- To read and understand basic music notes
- To understand beat of a song and piece of music.
- To know the different beats.
- To use both hands to play a keyboard.
- Know which part of the keyboard belong to the right and left hand.
- How each instrument is made and played.
- Know the difference in beat of march, waltz, jazz music, country music and ballet.

TOPIC / ACTIVITY	MATERIALS	GUIDELINE FOR TEACHERS
<p>Notations</p> <ul style="list-style-type: none"> • Introducing staves and clefs • Notes on lines and spaces in treble clef and bass clef. • Values of notes • Values of rests • Bar lines and time signatures • March and waltz beats • Fingering 	<p>Standard keyboard, drum, cassette and music tapes</p>	<p>Draw and explain 1st note, 2nd note etc. Use capital letters to name the notes. Explain types of notes from semi-breve up to quarter Demonstrate how to write notes (head, stem, tail, flag). Semi breve = 4 counts. Minim = 2 counts. Crochet = count. Quaver = ½ count. Show the note ladder. (Demonstrate the chart of the values of notes) Explain how to measure the stave how bar lines</p>

		are drawn and how it is used. Play different tunes with different time signatures Listen to different music pieces and observe the timing.
<p>Theory</p> <ul style="list-style-type: none"> • Introducing the staff music. • Numbering the notation line and space. • Introducing treble clef and bass clef. 		<p>Show how we number the lines and spaces. Demonstrate how the clef is written and correct formation of clef. Show the middle C.</p>
<p>Music instruments</p> <ul style="list-style-type: none"> • Stringed instruments • Woodwind instruments • Brass wind instruments • Percussion instruments • Keyboard instruments 	Different types of music instruments.	<p>Show them different kind of instruments and explain them how it is used. Discuss how the instruments and made</p>
<p>Common types of music</p> <ul style="list-style-type: none"> • Waltz • March • Jazz • Country • Ballet 	Cassette tapes of different types of music.	Help them to identify different types of music.

WOOD WORK GRADE 6

LEARNING OUTCOMES:

At the completion of the Grade the child should be able to:

- Understand and know the different types of activities done in woodwork.
- Identify materials used in different types of woodwork.
- Make choices about materials used in woodwork.
- Prepare some basic wooden equipment.
- Talk and write informally about personal observation of woodwork in Maldives.

SPECIFIC OBJECTIVES:

The child should be able to:

- Differentiate and recognise different types of wood that we get in Maldives.
- Know the uses of local timber.
- Identify tools used in woodwork.
- Know the uses of tools and how to manipulate them.
- Identify different types of saws and how to use one.
- Use a chisel to cut a groove along a straight line.
- Use a mallets

TOPIC / ACTIVITIES	MATERIALS	GUIDELINES FOR TEACHERS
<ul style="list-style-type: none"> • Discussion on the growth of trees and how timber is produced. • Discussion on the usage of wood. • Marking some major timber exporting countries on a world map. • Collecting samples of local wood and <ul style="list-style-type: none"> a) Differentiate b) Name c) Find its us 	Pictures of local trees. A large world map. Samples of different kind of local wood.	Show clean pictures of islands where different types of trees can be identified. Point out the quality of wood produced by different trees. Manufacturing procedure of plywood should be introduced here,
MARKING TOOLS <ul style="list-style-type: none"> • Introduction of tools used in woodwork. • Demonstration and practise of manipulating tools. 	A marking gauge, steel rule, metal tape, a t-square, a compass, a rectangular piece of wood.	Explain why measuring and marking tools are necessary in producing neat work. Show them a piece of furniture and let them observe the right-angled corners and the straight edges. Demonstrate and explain how each tool has been used in the production of the table.
SAWS		Demonstrate the correct way of gripping a saw.

<ul style="list-style-type: none"> • Introduction of the different types of saws. • Usage of saw. • Saw along a straight line on a piece of wood. • Drawing a square on a piece of wood using a try square and sawing it out. • Copy a given shape on to a piece of wood and sawing it out. 	<p>Different types of saws and a piece of soft wood.</p>	<p>Demonstrate how to saw a straight line. Explain the use of different types of saws with reference to the smoothness and roughness of the sawn edge.</p>
<p>PLANES</p> <ul style="list-style-type: none"> • Demonstration of planing a wooden surface. • Different types of planes. 	<p>Different types of planes A bench or a very large plank of wood.</p>	<p>Explain the use of a plane and demonstrate how it is used. Let the children practise planing wooden surface.</p>
<p>CHISELS</p> <ul style="list-style-type: none"> • Introduction of chisels and chiselling 	<p>Different types of chisels, wooden mallet, piece of wood</p>	<p>Demonstrate how to use a chisel. Show them how to cut a groove along a straight line. Let the children try it out. Explain why a special mallet is used in chiselling.</p>

WOOD WORK GRADE 7

LEARNING OUTCOMES:

At the completion of the Grade the child should be able to:

- Experiment and explore to understand the values and importance of wood.
- Use observation, experience and research to express ideas and feelings in woodwork.
- Explore and use several woodwork materials for different purposes.
- Prepare and present woodworks work for a particular audience and purpose.
- Identify and record differences in woodwork done in Maldives and in other neighbouring countries.

SPECIFIC OBJECTIVES:

The child should be able to:

- Know the uses of tool and how to manipulate and maintain them.
- Prepare glue with locally available materials.
- Know how to drill properly.
- Apply varnish and paint on a piece of furniture.
- Make wooden equipments such as spoons, plates containers etc.
- Construct a bookcase a kitchen stool or any other furniture.

TOPIC / ACTIVITIES	MATERIALS	GUIDELINES FOR TEACHERS
<p>DRILLS AND DRILLING</p> <ul style="list-style-type: none"> • Demonstration of how to use a small hand drill. • Drills holes of different sizes on a small piece of wood 	<p>A small hand drill. A piece of wood</p>	<p>Show the class a small hand drill and demonstrate drilling a thick piece of wood and thin piece of wood. Draw any shape on a piece of wood and let the children practise drilling on it.</p>
<ul style="list-style-type: none"> • Introduction of hammer, mallet, nails and screws. • Uses of these tools. • Driving in nails and screws and removing them out. • Joining two pieces of wood using nails and screws. 	<p>A hammer, a mallet, different types sizes of nails and screws. A screw driver</p>	<p>Demonstrate how to hold a hammer to a nail and to remove a nail from a piece of wood. Let the children join two pieces of wood using nails and screws.</p>
<p>GLUES AND ADHESIVES</p> <ul style="list-style-type: none"> • Discussion on types of glues used in bonding two pieces of wood. • Preparation of local glue • Bonding pieces of wood using locally prepared and imported glue. 	<p>Flour of hiththala (tacca lily bulb), imported glues, a piece of thin cloth bucket a piece of wood.</p>	<p>Demonstrate the preparation of glue. Let the children prepare it themselves. Divide the class into groups and let each group try bonding pieces of wood. Let some groups uses the local glue while others use imported ones.</p>
<p>LACQUER, VAARNISH AND PAINT</p> <ul style="list-style-type: none"> • Applying varnish and paint a piece of wood. 	<p>Brushes, paints, sand paper of different numbers</p>	<p>Show a varnished and painted piece of furniture. Discuss the procedure taken for completely</p>

<ul style="list-style-type: none">• Discussion on the preparation of furniture for varnishing and painting.• Discussion on the importance of smoothing the surface before painting or varnishing.		finishing the product. Show them how to hold a brush when varnishing or painting.
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COOKING GRADE 6

LEARNING OUTCOMES:

At the completion of the Grade the child should be able to:

- Understand and know the basic food used in Maldives.
- Identify tools and utensils use for different types of cooking.
- Make choices about materials used in cooking.
- Prepare some common Maldivian short eat.
- Talk and write informally about personal observation of cooking in their home.

SPECIFIC OBJECTIVES:

The child should be able to:

- Use kerosene or a gas cooker to prepare meals.
- Prepare tea and coffee.
- Light a fire using firewood.
- Prepare roshi and mas huni.
- Develop interest in preparing their own food.
- Prepare plain rice.
- Prepare two types of curries, salad, fihunu mas and dried fish.
- Develop an interest in preparing local dishes.
- Develop organisational skill and cooperation.
- Prepare some short eats.
- Develop interest in cooking.
- Develop cooperation among friends and groups.

TOPIC /ACTIVITY	MATERIALS	GUIDELINE FOR TEACHERS
Boiling water and preparing tea and coffee.	A kettle or a clean theli (with lid), water tea leaves, Sugar, a strainer, s spoon, milk, coffee and kerosene or a gas cooker.	Explain and demonstrate how to prepare tea and coffee. Let the children prepare tea and coffee in groups. Let them taste and then discuss the procedure.
Mixing dough using scraped coconut. Mixing dough using oil. Preparing roshi. Preparing ordinary mashuni and leaf-mashuni	A flat pan, cooker, dhefaiy, an aluminium tray, a rolling pin, and flour board.	Explain and demonstrate step by step how to prepare roshi and mashuni Let them prepare roshi and mashuni in groups
Preparing roosiha baiy and fried rice.	A cooker a theli and a dhefaiy Ingredients will be listed in the textbook.	Explain and demonstrate roosiha baiy and fried rice. Let them wotk in groups. Discuss the preparation

		after they finish the cooking.
Preparing curry <ul style="list-style-type: none"> • Fish curry • Kirugarudhiya • Salad • Fihunumas • Fried fish 	Cooker, theli, ladle and knife Ingredients will be listed in the textbook.	Explain and demonstrate how to take the ingredients. Scraping the coconut and squeezing the milk should be done by the children. Let the children work in groups.
Preparation of dessert. <ul style="list-style-type: none"> • Fruit salad • Caramel pudding • Bondibaity. 	Theli (with lid) cooker, dheyfaiy and dishes Ingredients will be listed in the textbook.	Practical should be done in groups.
Preparation of short-eats <ul style="list-style-type: none"> • Cutlets • Kulhi boakiba • Gulha • Paan boakiba • Bombay toast 	Cooker, oven, thaas, frying pan, round baking tray	Explain demonstrate to groups. Assign groups to prepare short-eats Always stress on the cleanliness and of their body and utensils.

COOKING GRADE 7

LEARNING OUTCOMES:

At the completion of the Grade the child should be able to:

- Experience and research on various types of food.
- Explore and use several cooking materials.
- Prepare and present a balanced diet meal.
- Identify and record differences of different types of food used in Maldives and in neighbouring countries.

SPECIFIC OBJECTIVES:

The child should be able to:

- Prepare a local breakfast as well as a breakfast from neighbouring countries.
- Develop skills needed to prepare food by them.
- Prepare different types of rice (fried, vegetable etc).
- Prepare two types of salads and curries from another country.
- Develop an interest in preparing local dishes as well as different dishes from other countries.
- Prepare different types of desserts.
- Develop organisational skills and cooperation.
- Prepare short eat from different countries.
- Develop cooperation among groups and friends.
- Prepare a balance meal, using the knowledge and skills they have already acquired.
- Lay a table for meals.

TOPIC /ACTIVITY	MATERIALS	GUIDELINE FOR TEACHERS
Prepare fried rice. Preparing different kinds of curries and meals from other countries. <ul style="list-style-type: none"> • Vegetable curries • Salads • Fried fish 	Cooker, theli, ladle and knife Ingredients will be listed in the textbook.	Explain and demonstrate how to take the ingredients. Explain and demonstrate the preparation of at least two types of salad. Let the children work in groups.
Preparing desserts <ul style="list-style-type: none"> • Ice-creams • Using fruits 	Ingredients will be listed in the textbook.	Explain and demonstrate to groups. Always stress on the cleanliness and of their body and utensils.
Preparing short-eats Different types of cakes Rolls Bajiyas Pine apple, banana fritters	Ingredients will be listed in the textbook.	Explain demonstrate to groups. Assign groups to prepare short-eats Always stress on the cleanliness and of their body and utensils.

Sandwiches		
Preparing an balanced meal Laying out a table	Choice of the materials should be left to the children.	Let the children collect the materials and utensils they need. Let them prepare the meals in groups.

AGRICULTURE GRADE 6

LEARNING OUTCOMES:

- Understand and know the activities done in agricultural work.
- Identify materials used in different type of agricultural work.
- Explore ideas and feelings through any activities related to agricultural work.
- Prepare some tools used in agriculture.
- Talk and write informally about personal observation of agricultural work in Maldives.

SPECIFIC OBJECTIVES:

The child should be able to:

- Understand that agriculture is growing crop and rearing animals.
- Know the division of crop husbandry and animal husbandry.
- Have awareness of agricultural activities.
- Identify where agricultural work is done.
- Know how to make maximum use of land.
- Choose the best site for planting.
- Identify different types of tools suitable for home gardening.
- Develop the skills of handling the tools.
- Have awareness of better plant growth on prepared land.
- Know the importance of cultivation.
- Learn the skills for preparing nursery bed.
- Grow some crops and potted plants at their home garden.
- Develop the skills of sowing seeds in a box or any other container.
- Identify good seeds and know the different kinds of seed treatments.

TOPIC /ACTIVITY	MATERIALS	GUIDELINE FOR TEACHERS
Introduction to agriculture <ul style="list-style-type: none"> • Crop husbandry • Animal husbandry • Division of crop husbandry 	Charts, pictures of farms.	Discuss and prepare a list of food we eat. Group those things under different headings and explain how and where we get them. Let the children collect and paste pictures of crops and animals in their books.
Agriculture in Maldives <ul style="list-style-type: none"> • Crops grown in the Maldives • Animals reared in the Maldives • Soil and the climatic condition 	Pictures of agricultural products in the Maldives.	Discuss the agricultural products available in the Local Market and shops. Discuss about rainy and dry seasons
Site selection for planting <ul style="list-style-type: none"> • Requirements of plant growth • Characteristic of a suitable site for planting 		Discuss the conditions necessary for the healthy growth of plants. Compare the growth of two plants in the school

		<p>compound and find out the reasons Get the children to focus their attention to the following Sunlight, soil depth, space, soil fertility, soil water, water facility, protection.</p>
<p>Agricultural tools</p> <ul style="list-style-type: none"> • Common tools used in the country. • Tools locally manufactured. • Tools imported. • Tools that could be improvised. • Tools and machineries used in other countries 	<p>Some common tools Pictures of tools used in other countries Pictures of agricultural machineries</p>	<p>Discuss the children's experience of using tools. Discuss the uses and advantages of using tools in home gardening. Demonstrate the methods of using different gardening tools.</p>
<p>Preparation of land for cultivation</p> <ul style="list-style-type: none"> • Steps involved in the preparation of land for cultivation. • Clearing the weeds and other plants. • Removing stones tins etc. • Digging the soil. • Disinfecting the soil (burning/chemically) • Adding and mixing manure. • Levelling the surface. 	<p>Mammoty, garden rake</p>	<p>Compare a piece of prepared and unprepared land. List the different features. Ask the children to list the disadvantages of the unwanted substance. Explain about aeration and drainage. Show microorganisms with the help of a hand lens. Show the colour of infertile soil and explain the uses of manure.</p>
<p>Preparation and maintenance of a nursery bed.</p> <ul style="list-style-type: none"> • Raising the seedlings. • Protection from unfavourable climatic conditions. • Methods of preparation of a nursery bed. • Digging the land. • Removing unwanted objects in the soil. • Marking the place. • Marking the bed • Sowing the seed • Care of seedling water, weeding, thinning shading, application of fertiliser pest and disease control. 	<p>Garden rake, mammoty, lines, pegs seeds</p>	<p>Demonstrate and explain the steps in preparing the nursery bed. Let the children work in groups. Assign children to look after their respective beds.</p>
<p>Preparation of a bed or any other container to plant seeds</p> <ul style="list-style-type: none"> • Selection of container according to the amount of seeds 	<p>Tins, plastic ware, wooden boxes etc. Nails, hammer, driller. Small stones, coral pieces ½" in diameter. Garden soil, topsoil.</p>	<p>Discuss the need for growing plant in boxes, pots and other containers. Discuss the types of plants that can be grown in such containers. Demonstrate and explain each step in preparing the container and planting seeds. It is important to explain the reason for each step. Ask the children to work in groups.</p>

<p>Collecting and preserving seed.</p> <ul style="list-style-type: none"> • Methods of selecting good and healthy crop/plants (more yield, big fruits healthy etc.) • Gathering seeds. • Preservation of seed. • Preparing a container 	<p>Vegetables e.g. tomato, chilli. A bottle, charcoal, salt, screw pine leaf/paper. Polythene bags.</p>	<p>Discuss the following points. The place where they get the seeds. How do they get the seeds? The methods of collecting and preserving seeds. Show the students many kinds of fruits and demonstrate the method of gathering seeds. Demonstrate the method of making a preserving bottle. Assign the children to make seed preserving bottles.</p>
<p>Selection of seeds</p> <ul style="list-style-type: none"> • Characteristic of a good seed. (Big, heavy, mature, undamaged, free from disease, free from insects damage, seeds from health crops, bright seed coat, high germination percentage) • Advantages of planting good seeds • Germinating tests 	<p>Seeds big, small, splitted Seeds with holes. Mature, immature, heavy empty, seeds from unhealthy plants.</p>	<p>Compare healthy and diseased seeds. Explain the importance of planting good health seeds. Demonstrate and explain ways of identifying good seeds for planting</p>
<p>Preparation seeds for planting</p> <p>Aims of seed treatments</p> <ul style="list-style-type: none"> • Quickening germination <p>Soaking, splitting hard seed coat, removing seed coat.</p> <ul style="list-style-type: none"> • Disinfecting the seed <p>Adding chemicals</p> <ul style="list-style-type: none"> • Even sowing <p>Methods of preparation of seeds for planting.</p>	<p>Mango seeds, mustard seed, finger millet, cottonseeds, maize, copper sulphate. If available cerasan and tilex.</p>	<p>Ask the children to handle the seed and observe the features before and after seed treatments.</p>

AGRICULTURE GRADE 7

LEARNING OUTCOMES:

- Experiment with ideas to understand the values and importance of developing Agricultural work in Maldives.
- Use observation, experience to express ideas and feelings in agricultural work.
- Explore and use several agricultural materials.
- Prepare and present some agricultural work for a purpose.
- Identify and record differences in agricultural work in Maldives and other countries.

SPECIFIC OBJECTIVES:

The child should be able to:

- Identify different types of tools used for agriculture.
- Know how to use maximum use of land.
- Have awareness of better plant growth on prepared land.
- Develop skills of transplanting.
- Understands that soil has some component, which supply food to the plant.
- Develop skills of preparing compost.
- Learn the importance of the use of manure.
- Recognise common pest and disease.
- Make a healthy home garden.
- Understand the concept of self-sufficiency in agriculture and what needs to be imported.

TOPIC /ACTIVITY	MATERIALS	GUIDELINE FOR TEACHERS
Composting	Wire mesh, poles, animal matters, and plant matters.	Take children out to the garden and explain how composting is done. Divide the class into groups and let them prepare compost. Guide them when necessary.
Addition of manure before sowing <ul style="list-style-type: none"> • Reasons for adding manure • Preparation of manure • Method of application 	Compost, hand fork, trowel, seeds	Prepare a seedbed. Mark the rows for sowing seeds. E.g. millet, sorghum, maize etc. Demonstrate the methods of applying manure to the plants
Common plant diseases and their control Symptoms of plant disease. <ul style="list-style-type: none"> • Bacterial diseases e.g. wilt in chilli, watermelon. • Fungal disease e.g. powdery mildew in banana, pumpkin, breadfruit, Mango. 	Hand lens, parts of plants affected by diseases.	Let the children handle and observe the affected parts of plants and discuss their observation. Preparing a chart showing plant diseases, by groups will help the children to remember.

<ul style="list-style-type: none"> • Viral diseases e.g. canker in citrus, leaf curl in chilli, bunchitop of banana • Deficiency diseases e.g. lack of nitrogen 		
<p>Common plant pests and their control</p> <ul style="list-style-type: none"> • Recognising the common diseases/pests of trees in Maldives • Types of damages done by pests. E.g. holes in stems, eating parts of the plant, cutting in the leaves and stem. • Methods of control 	<p>Glass bottle, flycatcher, and affected parts of plants.</p>	<p>Collect the specimen with the help of the children Show specimen to the children. Assign children to draw diagrams.</p>
<p>Harvesting of vegetables and fruits</p> <ul style="list-style-type: none"> • Collecting /gathering vegetables and fruits • The right time to harvest. • Listing suitable harvesting stages of some common fruits and vegetables 	<p>Some fruits/vegetables in different stages of development.</p>	<p>Ask them to gather information from parents and neighbours.</p>

FISHING GRADE 6

LEARNING OUTCOMES:

- Know different types of fishing done in Maldives.
- Identify different types of equipment used for different type of fishing.
- Explore ideas and feelings through any activities related to fishing activities.
- Prepare some fishing equipments.
- Talk and write informally about personal observation of fishing in Maldives.

SPECIFIC OBJECTIVES:

The child should be able to:

- Understand the parts of a dhoani, the various items used and their uses.
- Know about sailing and rowing.
- Choose necessary items for making a lure and learn how to prepare a lure.
- Learn how to tie a hook on a line.
- Learn different types of fishing.

TOPIC /ACTIVITY	MATERIALS	GUIDELINE FOR TEACHERS
<ul style="list-style-type: none"> • Parts and items of a dhoani. • Uses of these parts and items. 	A model of a dhoani	By using a model dhoani or taking the children to a sailing dhoani show them various items and parts and explain their uses.
<ul style="list-style-type: none"> • Field trip to a sailing dhoani • Preparing a dhoani for sailing • Sailing a dhoani • Rowing a bokkura 	A sailing dhoani and a rowing boat (bokkura) with the necessary gears.	Demonstrate the action of rowing using oars. If possible teacher demonstration and pupil's practice of the steps involved in preparing a dhoani , sailing it, and rowing a boat should be done on a sailing dhoani and bokkura. Further practice can be done on the land.
<p>INTEGRATED ACTIVITIES</p> <ul style="list-style-type: none"> • Drawing and painting Sea-scape, fishing, reef, underwater, • Cooking Garudhiya, fish-curry • Music Seafarers songs, ballads 		

FISHING GRADE 7

LEARNING OUTCOMES:

- Experiment with ideas to understand the values and importance of fishing in Maldives
- Use observation, experience to express ideas and feelings for a better fishing industry in Maldives.
- Explore an experience in using some fishing materials to carry out an activity in a dhoani.
- Prepare and present fishing work for a purpose.
- Identify and record differences in how fishing is done in Maldives and other countries.

SPECIFIC OBJECTIVES:

The child should be able to:

- Identify various activities associated with the fishing industry.
- Know the methods of tuna fishing.
- Know the common types of fish caught using pole and line.
- Know the common types of bait species caught for tuna fishing.
- Know how trolling is done.
- Know the common types of reef fish caught by hand lines.
- Appreciate the work of ordinary fishermen.

TOPIC /ACTIVITY	MATERIALS	GUIDELINE FOR TEACHERS
<ul style="list-style-type: none"> • Bailing out water 	Water bailer, water container, a dhoani or a bokkura (if possible)	Teacher should demonstrate the activity and let the children practise until they have acquired the skill. If possible give them opportunities to experience the skill on a dhoani or a bokkura.
<ul style="list-style-type: none"> • Preparation of lure and tying the hook • Materials required preparing the lure. 	Neck feather of rooster, raffia, empty red leaf pen, A holed or hollow item (preferably young bamboo shoot) strings, hooks, fishing lines.	Get the materials with the help of the children. Demonstrate the two activities and let them practice in the class.
<ul style="list-style-type: none"> • Pole and line fishing • Different types of baits • Draw and name different types of fish. • Field trip to the fish market. 	Fishing pole, Samples of baits, pictures of fish	Discuss the different types of fish in the Maldives. Demonstrate how to fish using pole and line. Let the children practise the skill on land. Show them the bait samples. Discuss the importance of fishing and fisherman to the country.
Trolling <ul style="list-style-type: none"> • Practice the skill of trolling. • Field trip to carry out trolling on site. • Identifying fish that's caught by trolling 	Troll lines with hooks and lures Pictures of fish caught by trolling.	Demonstrate the activities carried out in trolling and let the children practise it. Proper identification of fish species caught by trolling is necessary. Pictures of fish can be pasted and labelled

<ul style="list-style-type: none">• Hand line for reef fish• Identifying fish caught by hand line• Discussion on different kinds of baits• Field trip to carry-out reef fishing• Practise two types of reef fishing on land	Hand line in inner reef (shallow waters) Fishing line, barbed hook, bait,	Demonstrate the activities carried out in hand line and let the children practise it.
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SEWING GRADE 6

LEARNING OUTCOMES:

- Understand and know the types of cloth people wear in Maldives.
- Show an understanding of the ways sewing work is applied in particular areas in Maldives.
- Experiment with different types of stitches to make simple sewings.
- Plan and present sewing work for a particular occasions.
- Talk and write informally about personal observation of sewing in Maldives.

SPECIFIC OBJECTIVES:

The child should be able to:

- Know different types of seams and stitches.
- Mend tears by darning and patching.
- Fix buttons and do button holes.
- Make useful accessories like handkerchief and band etc.
- Develop specific skills to complete a particular project.
- Develop creativity and interest in these areas.
- Develop traditional skills and explore new ideas and techniques.
- Understand the use and care of specific tools and materials.

TOPIC /ACTIVITY	MATERIALS	GUIDELINE FOR TEACHERS
<ul style="list-style-type: none"> • Types of seams • embroidery • How to mend tears (darning and patching) • making button holes and fixing buttons. • Fixing hooks and loops • cutting and shaping materials for sewing. • making handkerchiefs, baby’s dress, bands and other similar projects. <p>Sewing; Stuffed , embroidered toy/doll Cushion cover Spectacle case Tapestry purse Simple garments</p>		

SEWING GRADE 7

LEARNING OUTCOMES:

- Experiment and explore by using specific materials in sewing.
- Select, combine and manipulate shapes, forms, structure and image using a range of skills, techniques and processes in sewing activities.
- Show an understanding of the ways sewing works are made in particular cultural and historical context.
- Plan, select and modify sewing, for a particular occasion, taking into account factors such as purpose space material and equipment.
- Identify differences in sewing work in Maldives and other countries.

SPECIFIC OBJECTIVES:

The child should be able to:

Use different types of seams and stitches creatively.

Sew using sewing machine.

Sew using the appropriate tools.

Do creative embroidery using different types of stitches.

In a group, plan and prepare a garment for a specific.

Sew a useful traditional item.

Develop specific skills to complete a particular project.

Develop creativity and interest in these areas.

Develop traditional skills and explore new ideas and techniques.

Understand the use and care of specific tools and materials.

TOPIC /ACTIVITY	MATERIALS	GUIDELINE FOR TEACHERS
<ul style="list-style-type: none"> • thread a sewing machine and sew. • do creative stitches. • do creative embroidery • cut patterns for sewing. • embroidery on a table cloth, pillow case, etc. • sewing and making a traditional. • Adapt traditional embroidery and sewing to a contemporary dress design. 		

APPRECIATION OF EXPRESSIVE ARTS GRADE 6

LEARNING OUTCOMES:

- Know different types of music in Maldivian cultures.
- Discuss music and its affect to Maldivian cultures.
- Discuss the ways music are made in Maldivian cultural and historical context.
- Know different types of dances in Maldivian cultures.
- Discuss the ways dances are made in Maldivian cultural and historical context.
- Discuss the way drama is made and used.
- Discuss the ways dramas are made in Maldivian cultural and historical context.

SPECIFIC OBJECTIVES:

The child should be able to:

- Listen to music to develop an awareness and concept of elements of music.
- Talk about how concepts of elements add expression and interest to music, dance and drama.
- Recognise and identify rhythmic and melodic repetition and contrast in music.
- Represent characters in musical works using colours, shapes, pictures and patterns.
- Express their preferences and feelings for particular songs, drama and dance.
- Talk about characteristics of Maldivian songs, dance and drama.
- Identify and talk about the sources of music in his / her everyday life.

TOPIC /ACTIVITY	MATERIALS	GUIDELINE FOR TEACHERS
<ul style="list-style-type: none"> • Pupil's work. • other pupil's work. • different kinds of dance. • different kinds of music. • local musicians • famous musicians. • local dances. • famous dances. • local actors. • famous actors from other countries. • dramas from Maldives. • famous dramas. 		

APPRECIATION OF EXPRESSIVE ARTS GRADE 7

LEARNING OUTCOMES:

- Know different types of music from different cultures.
- Identify music and its distinguishing features from different cultural and historical context.
- Know different types of dances in other cultures.
- Identify distinguish features of dance work in Maldives and other countries.
- Discuss and identify distinguish features in dramatising from different cultural and historical context.
- Discuss the ways dramas are made in different cultural and historical context.
- Identify drama made in different cultural and historical context.
- Discuss the ways dramas are made in different cultural and historical context.

SPECIFIC OBJECTIVES:

The child should be able to:

- Listen to music to know the concept of elements of music.
- Talk and write about how the concepts of elements add expression and interest to music.
- Identify and know rhythmic and melodic repetition and contrast in music.
- Represent characters in musical works using colours, shapes, pictures and patterns.
- Express and explain preferences and feelings for particular song, drama and dance.
- Talk and write about characteristics of Maldivian songs, dance and drama.
- Identify, talk and write about the sources of music in his / her everyday life, purposes for which music, dance and drama is used.

TOPIC /ACTIVITY	MATERIALS	GUIDELINE FOR TEACHERS
<ul style="list-style-type: none"> • Pupil's work. • other pupil's work. • different kinds of dance. • different kinds of music. • local musicians • famous musicians. • local dances. • famous dances. • local actors. • famous actors from other countries. • dramas from Maldives. • famous dramas. 		

DANCE GRADE 6

LEARNING OUTCOMES:

- Understand and know common types of dances.
- Experiment with movement and use several steps in dance.
- Experiment with different types of steps to different types of music.
- Present a dance for familiar audiences.
- Talk and write informally about personal observation of dance in Maldives.

SPECIFIC OBJECTIVES:

The child should be able to:

- Join others in dance activities.
- Experiment in movement in response to stimuli such as song and music.
- Explore steps in beautiful dances.
- Do dance steps to the correct beat and music.
- Develop skills in making movements at appropriate places and time.
- Experiment with steps and talk about it.
- Do a variety of dance steps including rounds, individually and with partners.
- Create interest and enjoyment for a variety of experiences.
- Develop dance skills.
- Appreciate dance form in Maldives.

TOPIC /ACTIVITY	MATERIALS	GUIDELINE FOR TEACHERS
<ul style="list-style-type: none"> • Traditional dances • Dance from other cultures • Contemporary dance • Using the body to express emotion and feeling 		

DANCE GRADE 7

LEARNING OUTCOMES:

- Explore and use several dance elements and use specific technique and skills.
- Show an understanding of the ways dances are made in particular cultural and historical context.
- Plan, select and modify dance presentation for a specific purpose taking into account factors such as purpose space material and equipment.
- Explore ideas and feelings to make dance.
- Identify differences in dances in Maldives and other neighbouring countries.

SPECIFIC OBJECTIVES:

The child should be able to:

- Explore movements in response to stimuli such as songs and music.
- Explore steps in beautiful dances from Maldives and other countries.
- Create dance steps to the correct beat and music.
- Develop skills and create movements at appropriate places and time.
- Explore with steps and comment about it.
- Make variety dance steps including rounds, individually and with partners.
- Create interest and enjoyment for a variety of experiences.
- Develop dance skills.
- Appreciate dance forms from traditional, contemporary and other culture.

TOPIC /ACTIVITY	MATERIALS	GUIDELINE FOR TEACHERS
<ul style="list-style-type: none"> • Creative dance • Traditional dances • Dance from other culture • Contemporary dance • Using the body to express emotion and feeling • Dance for a purpose 		