



Republic of Zambia

Ministry of Education, Science, Vocational Training and Early Education

# ART AND DESIGN SYLLABUS GRADE 8-9



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DRAFT

**Vision**

Quality, lifelong education for all which is accessible, inclusive and relevant to individual, national and global needs and value systems

DRAFT

## **Preface**

The syllabus was produced as a result of the Curriculum review process carried out by the Ministry of Education, Science, Vocational Training and Early Education under the auspices of the Curriculum Development Centre (CDC). The curriculum reform process started way back in 1999 when the Ministry of Education commissioned five (5) curriculum studies which were conducted by the University of Zambia. These studies were followed by a review of the lower and middle basic and primary teacher education curriculum. In 2005 the upper basic education National survey was conducted and information from learners, parents, teachers, school managers, educational administrators, tertiary institutions traditional leaders civic leaders and various stakeholders in education was collected to help design a relevant curriculum .,

The recommendations provided by various stakeholders during the Upper Basic Education National survey of 2005 and National symposium on curriculum held in June 2009 guided the review process.

The review was necessitated by the need to provide an education system that would not only incorporate latest social, economic, technological and political developments but also equip learners with vital knowledge, skills and values that are necessary to contribute to the attainment of Vision 2030.

The syllabus has been reviewed in line with the Outcome Based Education principles which seek to link education to real life experiences that give learners skills to access, criticize analyze and practically apply knowledge that help them gain life skills. Its competences and general outcomes are the expected outcomes to be attained by the learners through the acquisition of knowledge, skills, techniques and values which are very important for the total development of the individual and the nation as a whole.

Effective implementation of Outcome Based Education requires that the following principles be observed: clarity of focus, Reflective designing, setting high expectations for all learners and appropriate opportunities.

It is my sincere hope that this Outcome Based syllabus will greatly improve the quality of education provided at Junior Secondary School as defined and recommended in various policy documents including Educating Our Future`1996 and the `Zambia Education Curriculum Framework `2013.

Chishimba Nkocha  
Permanent Secretary  
**MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION.**

## **Acknowledgement**

The syllabus presented here is a result of broad-based consultation involving several stakeholders within and outside the education system.

Many individuals, institutions and organizations were consulted to gather their views on the existing syllabus and to accord them an opportunity to make suggestions for the new syllabus. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions, which resulted in the development of this syllabus.

The Curriculum Development Centre worked closely with other sister departments and institutions to create this document. We sincerely thank the Directorate of Teacher Education and Specialized Services, the Directorate of Planning and Information, the Directorate of Human Resource and Administration, the Directorate of Open and Distance Education, the Examinations Council of Zambia, the University of Zambia, schools and other institutions too numerous to mention, for their steadfast support.

We pay special tribute to co-operating partners especially JICA and UNICEF for rendering financial technical support in the production of the syllabus.

C.N.M Sakala (Mrs)

Director-Standard and Curriculum

**MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION**

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## **INTRODUCTION**

This syllabus is designed to provide knowledge values, and skills to enable the learner attain accurate understanding of specific areas of study in Art and Design. The learner however is encouraged to foster creativity imagination and innovativeness.

The teaching of this subject is not only aimed at developing their power of imagination and observation but also their sense of beauty and neatness. The teacher therefore should encourage the learners to bold strong imaginative work which is useful.

The art and design syllabus also gives an opportunity to both the teacher and learners for a practical experience of working mainly with locally available materials. It provides the learner with an education which is preparatory for further learning and livelihood.

## **METHODOLOGY**

Learner-centred teaching focuses on learners, who play a centre role in teaching and learning activities. It gives them opportunity to participate actively and independently in their learning. With the help of the teacher, they are encouraged to seek an understanding of art activities. A teacher acts as a facilitator to be built on the learner's existing knowledge, skills, values, attitudes and experiences. These experiences should be stimulating for effective learning. Some of the suggested methodologies are as follows:

- Individual work
- Team work
- Question and answer
- Gallery visits/Fieldtrips
- Exploration
- Discussion
- Inquiry
- Pairs
- Project work

### **Time Allocation**

The time allocated for Art and Design is **8 hours** (12 periods /week of 40 minutes each).

### **Assessment**

This syllabus recommends that two main types of assessment be undertaken. These are Continuous Assessment which is part of Formative assessment; and Summative assessment will be conducted at the end of the learning process

Final examination at Junior Secondary level will comprise the following:

**Paper 1** drawing or painting weighting **60%**

**Duration:** 3hours

**Paper 2** Art project work weighting **40%**

Candidates are required to submit **ONLY** one of the craft works which he/she executed during the school year in crafts area. Candidates will **NOT** be graded on drawing or painting alone.



## **RATIONALE**

Art and Design has the potential to empower young Zambians to become resourceful, self-reliant and economic participants in their communities. This programme begins by laying a firm foundation of generic skills, knowledge, values and attitudes that are useful to learners continuing with formal education or entering formal sector employment. It is also useful to the majority of school leavers who do not proceed with formal education or enter formal sector employment.

## **GENERAL OUTCOMES**

The learners are expected to:

- Attain knowledge, skills, values and understanding of design process, drawing and painting
- Gain practical experience of traditional, contemporary Art and crafts
- Acquire knowledge, skills, values and understanding of their environment and need for sustaining the utilization of natural resources

## Grade 8

### Competencies

- Demonstrate ability to draw and/ or paint a group of arranged items as a total composition.
- Apply technological basic skills in handling tools and materials
- Show entrepreneurial knowledge and skills to market their art products

**General Outcomes:** Acquire a theoretical knowledge and understanding of visual Art  
: Gain practical experience of visual Art

Topic	Sub-topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
8.1 Introduction to Art	8.1.1 Visual Arts	8.1.1.1 Demonstrate an understanding of visual art.	<ul style="list-style-type: none"> <li>• Fine arts(drawing, painting and sculpture)</li> <li>• Crafts (pottery, basket work and fabric work)</li> <li>• Design (designing and making posters, packages and adverting)</li> <li>• Importance of visual art.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of visual Art</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of visual art and its importance.</li> </ul>
	8.1.2 Visual elements of Art	8.1.2.2 Apply visual elements i n practical activities.	<ul style="list-style-type: none"> <li>• Elements of Art:</li> <li>• Line</li> <li>• Shape</li> <li>• Space</li> <li>• Value</li> <li>• Texture and colour.</li> </ul>	Application of visual elements.	<ul style="list-style-type: none"> <li>• Appreciation of art elements.</li> <li>• Confidence in application of art elements.</li> </ul>
	8.1.3 Basic shapes	8.1.3.1 Identify different shapes 8.1.3.2. Create different shapes 8.1.3.3 Apply the principles of tonal gradation	<ul style="list-style-type: none"> <li>• Shapes: Cuboid Pyramid Cone Rectangular box</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of different shapes</li> <li>• Application of value on a shape</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of different basic shapes.</li> <li>• Creativity in shading</li> </ul>

	8.1.4 Types of shading	8.1.4.1 Identify textures 8.1.4.2 Develop various shading techniques	<ul style="list-style-type: none"> <li>• Different textures(actual and visual texture)</li> <li>• Shading techniques: pointillism/stippling hatching cross hatching smudging scribbling smash</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of different textures</li> <li>• Application of shading techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of different types of shading.</li> </ul>
	8.1.5 Art principles	8.1 5.1 identify art principles in Practical activities.	Art principles: Balance, proportion, emphasis, Rhythm and pattern. Visual movement	<ul style="list-style-type: none"> <li>• Identification of Art principles</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of art principles.</li> </ul>
	8.1.6 Perspectives	8.1.6.1 identify rules of perspective.	Perspective: Aerial perspective scale and proportion, foreshortening, over lapping and linear perspective	<ul style="list-style-type: none"> <li>• Identification of rules of perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of perspective.</li> </ul>

**General outcomes:** Acquire knowledge and understanding of colours, drawing and painting  
: Gain practical experience of colour, drawing and painting

Topic	Sub-topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
8.2 Drawing and painting	8.2.1 Drawing	8.2.1.1 Demonstrate the different forms of drawing	<ul style="list-style-type: none"> <li>Forms of drawing</li> </ul> A sketch A study A complete work	<ul style="list-style-type: none"> <li>Analysis of forms of drawing</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of forms of drawing.</li> </ul>
	8.2.2 Colour	8.2.2.1 Identify tertiary colours 8.2.2.2 Mix a primary and a secondary colours to obtain tertiary colours	Types of colours <ul style="list-style-type: none"> <li>Tertiary (red-orange)</li> <li>Warm (red, orange, yellow)</li> <li>Cool (green, blue, violet)</li> <li>Mixing primary and secondary colours</li> </ul>	<ul style="list-style-type: none"> <li>Identification of tertiary hues</li> <li>Mixing of colours</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation beauty for colours.</li> </ul>
	8.2.3 Drawing and painting from observation	8.2.3.1 Compose pictures from nature	<ul style="list-style-type: none"> <li>Drawing, painting and shading (lines, texture, value and colour) pictures of trees, flowers, fruits</li> </ul>	<ul style="list-style-type: none"> <li>Composition of pictures</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating beauty of the environment.</li> <li>Creativity in composing pictures.</li> </ul>
	8.2.4 Drawing and painting from still life	8.2.4.1 compose pictures from still life	<ul style="list-style-type: none"> <li>Drawing, painting and shading</li> <li>Pictures of:(Household objects,</li> <li>Still objects)</li> </ul>	<ul style="list-style-type: none"> <li>Composition of pictures</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of scale, proportion and form</li> <li>Creativity in composing pictures.</li> </ul>

	8.2.5. Figure drawing	8.2.5.1 Draw and paint parts of the human body.	<ul style="list-style-type: none"> <li>• Figure drawing:</li> <li>• (Feet, palm, fingers)</li> </ul>	<ul style="list-style-type: none"> <li>• Composition of pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of shape and space.</li> <li>• Creativity in composing pictures.</li> </ul>
	8.2.6 Imaginative composition.	8.2.6.1. Draw and paint different types of pictures based on imagination	<ul style="list-style-type: none"> <li>• Drawing and painting Imagination compositions based on given themes(festivals, traditional dances)</li> </ul>	<ul style="list-style-type: none"> <li>• Composition of pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Personal qualities in imaginative composition</li> </ul>

**General outcomes:** Acquire knowledge and understanding of pattern designing  
: Apply the design process

Topic	Sub-topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
8.3. Pattern making	8.3.1. Types of patterns	8.3.1.1 Design and print different patterns	Types of Patterns: <ul style="list-style-type: none"> <li>• Border</li> <li>• Geometrical</li> <li>• Alternating, counter change and Wax resist patterns.</li> <li>• Fabric printing</li> <li>• Decorations</li> <li>• designing and printing</li> </ul>	<ul style="list-style-type: none"> <li>• Designing and printing different patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of different types of patterns and print making processes.</li> <li>• Work safely with a range of materials</li> </ul>

**General outcomes:** Acquire knowledge of traditional, contemporary art and crafts.

: Gain practical experience of traditional, contemporary art and crafts.

Topic	Sub-topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
8.4. Constructional crafts.	8.4.1. Weaving, plaiting and knotting patterns	8.4.1.1. Create weaving, plaiting and knotting patterns	<ul style="list-style-type: none"> <li>Weaving (Mats, Hats, Belts).</li> <li>Plaiting (hand traps, strings belts)</li> <li>Knotting (ropes, strings strings of cloth)</li> </ul>	<ul style="list-style-type: none"> <li>Designing and making functional crafts</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of locally available materials.</li> <li>Appreciation of teamwork.</li> </ul>
	8.4.2. Modelling.	8.4.2.1 model various items using different media.	<ul style="list-style-type: none"> <li>Modelling (figurines, animals, birds)</li> <li>Papier machè (mask, hats, plate, cups)</li> </ul>	<ul style="list-style-type: none"> <li>Designing and modelling of decorative items.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of craft work</li> <li>Creativity in modelling.</li> </ul>
	8.4.3. Construction	8.4.3.1. construct objects using different media	<ul style="list-style-type: none"> <li>Constructing (Dolls, soft toys, toy cars and puppet)</li> </ul>	<ul style="list-style-type: none"> <li>Designing and</li> <li>Constructing different objects.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the importance of toys.</li> </ul>
	8.4.4. Picture making	8.4.4.1. compose pictures using different techniques	<ul style="list-style-type: none"> <li>Picture making(Frieze, Montage</li> <li>Collage)</li> </ul>	<ul style="list-style-type: none"> <li>Composition of pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of two dimensional craft.</li> <li>Creativity in picture making.</li> </ul>
	8.4.5. Book craft	8.4.5.2. Bind books using single section binding..	<ul style="list-style-type: none"> <li>Single section binding (stapling)</li> </ul>	<ul style="list-style-type: none"> <li>Designing and binding of books.</li> </ul>	<ul style="list-style-type: none"> <li>Confidence in the application of book binding skills.</li> </ul>
	8.4.6. Carving	8.4.6.2. Carve different items using suitable materials 8.4.6.3. Decorate finished carved items	<ul style="list-style-type: none"> <li>Carving of: (stools, toys, spoons</li> <li>and cooking sticks)</li> </ul>	<ul style="list-style-type: none"> <li>Designing and making of various functional items.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of carving and handling of tools and materials.</li> </ul>

					<ul style="list-style-type: none"> <li>• A sense of independence.</li> </ul>
	8.4.7. General craft	8.4.7.1. Make various items using different materials	<ul style="list-style-type: none"> <li>• General crafts: (Egg decorations, twig decorations, necklace and bangles)</li> </ul>	<ul style="list-style-type: none"> <li>• Recycling and modifying found materials .</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of a chosen craft</li> <li>• Work according to safety rules.</li> </ul>

**General outcomes:** Acquire basic knowledge of lettering skills  
: Gain practical experience of basic lettering and poster designing.

Topic	Sub-topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
8.5. Lettering and poster work	8.5.1. Lettering	8.5.1.1. Design different styles of Letters	<ul style="list-style-type: none"> <li>• Styles of Letters</li> <li>• block lettering</li> <li>• letter cutting</li> </ul>	<ul style="list-style-type: none"> <li>• Creative lettering</li> </ul>	Appreciation of styles of letters
	8.5.2. Poster work	5.1.2. Design posters depicting different themes	<ul style="list-style-type: none"> <li>• Poster designing: Eggs for sale, sports day, valentine day, and substance abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving through poster designing</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity in poster designing.</li> <li>• Effective visual communication</li> </ul>

**General outcomes:-** Acquire knowledge in economic activities and skills in entrepreneurship and visual art

Topic	Sub-topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
8.6 Entrepreneurship in Art and Design	8.6.1 Project work	8.6.1.1 Identify the needs of their local market 8.6.1.2 Demonstrate economic use of resources/materials 8.6.1.3 Apply the design process to solve problems in the community 8.6.1.4 Evaluate project work	<ul style="list-style-type: none"> <li>• Economic value</li> <li>• Project</li> <li>• Planning</li> <li>• Project management</li> <li>• Marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Entrepreneurship in problem-solving activities.</li> <li>• Marketing art products.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of locally available material</li> <li>• Appreciation of the effects of technology on society and the environment</li> </ul>



## Grade 9

### Competencies

- Demonstrate the ability to depict objects either natural or man-made
- Apply skills, creatively and practically through designing, printing, making and evaluating.

**General outcomes:** Acquire knowledge and understanding of colour, drawing and painting.  
: Gain practical experience in drawing and painting

Topic	Sub-topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
9.1. Drawing and Painting	9.1.1. Colour	9.1.1.1. Add white to any colour to obtain a tint 9.1.1.2 Add black to any colour to obtain a shade. 9.1.1.3 Design a standard colour wheel 9.1.1.4. Identify complimentary colours 9.1.1.5 Use monochromatic colour for different design.	<ul style="list-style-type: none"> <li>• Tint</li> <li>• Shade</li> <li>• Monochromatic,</li> <li>• Analogous,</li> <li>• Complimentary, warm and cool colours</li> <li>• Colour wheel</li> <li>• Value of a colour</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of different colour schemes</li> <li>• Designing of a colour wheel</li> <li>• Application of colour obtain a tint or shade.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of the value of a colour</li> </ul>
	9.1.2. Drawing and painting from nature	9.1.2.1. Compose pictures from observation.	<ul style="list-style-type: none"> <li>• Drawing and painting of (landscape, tree trunks, logs, twigs)</li> </ul>	<ul style="list-style-type: none"> <li>• Composition of pictures to depict mass or volume and surface qualities of the objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of nature</li> <li>• Personal qualities in drawing</li> </ul>
	9.1.3 Still life drawing	9.1.3.1. Compose pictures from still life.	<ul style="list-style-type: none"> <li>• Drawing and painting of: (Bottles, Boxes, Kitchen ,utensils, Skull, bones, Simple machine parts)</li> </ul>	<ul style="list-style-type: none"> <li>• Composition of pictures using basic visual elements and art principles</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of the art principles.</li> </ul>

	9.1.4. Figure drawing	9.1.4.1. Draw stick figures in action	<ul style="list-style-type: none"> <li>• Figure drawing Stick figure (Person in action)</li> </ul>	<ul style="list-style-type: none"> <li>• Composition of pictures persons in actions</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of different gestures.</li> </ul>
	9.1.5. Imaginative composition	9.1.5.1 Compose pictures based on imagination	<ul style="list-style-type: none"> <li>• Themes:(Traditional ceremonies, contemporary life)</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures compositions depicting of different themes or subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity and imagination in composing pictures.</li> </ul>

**General outcomes:-**Acquire knowledge and skills of pattern designing and printing  
Gain practical experience of crafts.

Topic	Sub-topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
9.2 Pattern and Design	9.2.1Types of patterns	9.2.1.1 Design and print random and regular and patterns 9.2.1.2 Design and print random block stencil intanglio patterns 9.2.1.3 Design and make tie and dye 9.2.1.4 design and print ba	<ul style="list-style-type: none"> <li>• Radom, regular</li> <li>• Block stencil and intanglio, tie and dye</li> <li>• Batik</li> <li>• Designing and printing patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Designing and printing of patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of different techniques in printing and pattern making.</li> <li>• Work safely with tools and materials.</li> </ul>
9.3. Constructional Crafts	9.3.1. Weaving, plaiting and knotting patterns	9.3.1.1. Create weaving plaiting and knotting patterns	<ul style="list-style-type: none"> <li>• Weaving, plaiting and knotting patterns: ( Handbags, Folders, Ropes, Belts, Door, Floor mats, Table mats, Macramé)</li> </ul>	<ul style="list-style-type: none"> <li>• Weaving, plaiting and knotting of different functional items using</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of indigenous arts</li> <li>• Technical control of materials</li> </ul>

				appropriate technique.	
9.3.2. Modelling	9.3.2.1 Model clay items using any of the techniques. 9.3.2.2. Model various items using papier mache.	<ul style="list-style-type: none"> <li>Clay: slab pots, coil pots, plunge pots, pinch pots</li> <li>Papier machè: ( Fruits, Houses, Bowls, Boats, Animals . figurines)</li> </ul>	<ul style="list-style-type: none"> <li>Modelling and moulding using different materials</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of the hand-built pieces of pottery and models.</li> </ul>	
9.3.3 Construction/Assemblage	9.3.3.1 Construct/assemble various items using different media	<ul style="list-style-type: none"> <li>Constructing/assemblage: (Cars, Sculptures, Bicycle, Houses Mobiles)</li> </ul>	<ul style="list-style-type: none"> <li>Designing, constructing and assembling toys</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of toys, relief and free standing sculptures.</li> </ul>	
9.3.4. Picture making	9.3.4.1 Compose various pictures using different materials.	<ul style="list-style-type: none"> <li>Seed mosaic, paper mosaic and bead mosaic</li> </ul>	<ul style="list-style-type: none"> <li>Composition of pictures using different materials.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of mosaic technique</li> </ul>	
9.3.5. Book craft	9.3.5.2 Bind books using different methods.	<ul style="list-style-type: none"> <li>Multi section binding e.g. stitching, spiral, stapling.</li> </ul>	<ul style="list-style-type: none"> <li>Binding various books</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of binding skills</li> </ul>	
9.3.6. Carving	9.3.6.1 Carve different items	<ul style="list-style-type: none"> <li>Wood carving: (human figures, relief carving, ash trays, spoons, hoe, axe and handles.)</li> <li>Stone carving :(ash trays, fruits and chess counters)</li> <li>Plaster of Paris :(relief maps, land forms, birds, animals and insects.)</li> </ul>	<ul style="list-style-type: none"> <li>Designing and making</li> <li>Functional and decorative items</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of economic potential in local environment.</li> <li>Perseverance when working with wood and stone.</li> </ul>	

			traditional decorative		
	9.3.7. General crafts	9.4.7.1 Make various items using found materials in the environment	<ul style="list-style-type: none"> <li>• Making of: (Gourd cutting and decorations, Junk sculpture)</li> </ul>	<ul style="list-style-type: none"> <li>• Modifying found materials to suit a particular situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity in crafts</li> <li>• work</li> </ul>

**General outcomes:** Acquire knowledge of Poster designing and lettering.  
: Gain practical experience of Poster designing and lettering.

Topic	Sub-topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
9.4 Lettering and Poster work	9.4.1 Lettering	9.4.1.1 Create new designs of letters.	<ul style="list-style-type: none"> <li>• calligraphy</li> </ul>	<ul style="list-style-type: none"> <li>• Creative lettering</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of beautiful handwriting.</li> </ul>
	9.4.2. Poster work	9.4.2.1 Design various posters on issues of concern in Zambia	Posters on given themes such as <ul style="list-style-type: none"> <li>• Substance abuse,</li> <li>• corruption,</li> <li>• population concern and</li> <li>• human right concern.</li> </ul>	<ul style="list-style-type: none"> <li>• Designing posters to give information or persuade the viewer.</li> </ul>	<ul style="list-style-type: none"> <li>• Transmit information graphically</li> <li>• Design qualities in poster work</li> </ul>
	9.4.3. Computer Aided Design	9.4.3.1 Design using a computer as a tool	<ul style="list-style-type: none"> <li>• General advertising</li> <li>• Logo</li> <li>• Emblem</li> <li>• Lettering</li> <li>• cards</li> </ul>	<ul style="list-style-type: none"> <li>• Designing of different commercial Artworks</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of significance of computers in the world of work.</li> </ul>

### SCOPE AND SEQUENCE CHART

TOPIC	GRADE 8	GRADE 9
Introduction to art	<ul style="list-style-type: none"> <li>• Visual art</li> <li>• Elements of art</li> <li>• Art principles</li> <li>• Basic shapes[3D]</li> <li>• Shading techniques</li> <li>• Perspective</li> </ul>	
Drawing	<ul style="list-style-type: none"> <li>• Forms of drawing</li> </ul>	
Colours	<ul style="list-style-type: none"> <li>• Types of colours:</li> <li>• Tertiary(red-orange)</li> <li>• Warm(red, yellow ,orange)</li> <li>• cool (green, blue, violet)</li> </ul>	<ul style="list-style-type: none"> <li>• Tints</li> <li>• Shades</li> <li>• Colour wheel</li> <li>• Colour schemes:</li> <li>• Monochromatic</li> <li>• Analogous(green, yellow-green)</li> <li>• Complementary(red compliment is green)</li> </ul>
Drawing from observation	<ul style="list-style-type: none"> <li>• Trees</li> <li>• Flowers,</li> <li>• Fruits</li> </ul>	<ul style="list-style-type: none"> <li>• Landscape</li> <li>• Tree trunks</li> <li>• Twigs</li> <li>• Logs</li> </ul>

Still life drawing	<ul style="list-style-type: none"> <li>• House hold objects</li> <li>• Still objects</li> </ul>	<ul style="list-style-type: none"> <li>• Skull,</li> <li>• Bones</li> <li>• Simple machine parts</li> </ul>
Figure drawing	<ul style="list-style-type: none"> <li>• Feet,</li> <li>• Palm,</li> <li>• Fingers</li> </ul>	<ul style="list-style-type: none"> <li>• Persons in action</li> </ul>
Imaginative composition	<ul style="list-style-type: none"> <li>• Festivals</li> <li>• Traditional dances</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional ceremonies</li> <li>• Contemporary life</li> </ul>
Patterns	<ul style="list-style-type: none"> <li>• Border</li> <li>• Geometrical</li> <li>• Alternating</li> <li>• Counter change</li> <li>• Wax resist patterns</li> <li>• Fabric printing</li> </ul>	<ul style="list-style-type: none"> <li>• Random</li> <li>• Regular</li> <li>• Block stencil and intaglio</li> <li>• Batik</li> <li>• Tie and dye</li> </ul>
Weaving, plaiting and knotting	<ul style="list-style-type: none"> <li>• Weaving (mats, hats belts)</li> <li>• Plaiting(hand traps strings)</li> <li>• Knotting (ropes, strips of cloths)</li> </ul>	<ul style="list-style-type: none"> <li>• Weaving (hand bags baskets)</li> <li>• Weaving on looms</li> <li>• Plaiting (belts, fishing ropes)</li> <li>• Knotting (macrame')</li> </ul>
Modelling	<ul style="list-style-type: none"> <li>• Modelling (figurines animals, birds insects)</li> <li>• Papier mache' (masks, hats plates)</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling using clay:</li> <li>• (coil pots, pinch pots ,plunge pots, slab pots)</li> <li>• Papier mache' (fruits, houses bowls, boats)</li> </ul>
Construction/ assemblage	<ul style="list-style-type: none"> <li>• Constructing (dolls soft toys cars, puppets)</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing/ assemblage (sculptures, bicycles, houses mobiles)</li> </ul>

Picture making	<ul style="list-style-type: none"> <li>• Frieze</li> <li>• Montage</li> <li>• Collage</li> </ul>	<ul style="list-style-type: none"> <li>• Seed mosaic</li> <li>• Paper mosaic</li> <li>• Bead mosaic</li> </ul>
Book craft	<ul style="list-style-type: none"> <li>• Single binding(stapling)</li> </ul>	<ul style="list-style-type: none"> <li>• Multi section binding(stitching, spiral,)</li> </ul>
Carving	<ul style="list-style-type: none"> <li>• Wood carving (spoons, cooking sticks, toys)</li> </ul>	<ul style="list-style-type: none"> <li>• Wood carving (human figures, hoes, axes stools)</li> <li>• Stone carving (ash trays, fruits and chess counters )</li> </ul>
General crafts	<ul style="list-style-type: none"> <li>• Twig decorations</li> <li>• Necklaces</li> <li>• Bungles</li> </ul>	<ul style="list-style-type: none"> <li>• Gourd cutting</li> <li>• Junk sculpture</li> </ul>
Lettering and poster work	<ul style="list-style-type: none"> <li>• Block lettering</li> <li>• Letter cutting</li> <li>• Simple Posters (Eggs for Sale, Sports Day)</li> </ul>	<ul style="list-style-type: none"> <li>• Calligraphy</li> <li>• Cross cutting issues (Child abuse</li> <li>• Substance abuse, Corruption)</li> <li>• Computer Aided Designs (CAD) (logo, emblem, lettering cards.</li> </ul>
Entrepreneurship	<ul style="list-style-type: none"> <li>• Assess the Value and Cost</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the Value and Cost</li> </ul>