



Republic of Zambia

Ministry of Education, Science, Vocational Training and Early Education

# ART AND DESIGN SYLLABUS GRADE 10-12



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**Vision**

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

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## **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 Senior Secondary School as defined and recommended in various policy documents including Educating Our Future`1996 and the `Zambia Education Curriculum Framework `2013.

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

## **Acknowledgements**

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.

It also provides opportunities to the learner to explore the use of locally available learning resources. This approach therefore is envisaged to prepare the learner for further education and a self-supporting livelihood.

In addition, the syllabus fulfills its function in collaboration with the family and the community where the learner lives. This ought to be realized by affording the learner an opportunity to appreciate the role and functions of Art and Design within the social, cultural and economic situation.

The high school syllabus therefore, should lead to an enhanced understanding of the role played by Art and Design in development of human history. In doing this, it should widen cultural horizons and enrich the individual's personal resources. As a result, particular enjoyment aesthetic pleasure are experienced and self-confidence is engendered.

## **METHODOLOGY**

In order to help learners acquire the practical skills, the following are some of the teaching/learning methods that can be used:

- Pair or team work
- Field trips or gallery visits
- Project work
- Question and answer
- Demonstration
- Individual work
- Research
- Discussion
- Inquiry
- Exploration
- Story telling



## **Time Allocation**

The time allocated is 8 hours (12 periods/week)

## **ASSESSMENT**

Assessment is an integral part of the teaching and learning process. It helps to determine whether teaching and learning has taken place and whether outcomes have been achieved. Assessment is meant to help the learner improve. It should, however, be recognized that learners are different and thus will achieve the outcomes according to their abilities. This assessment will be both Formative and Summative. Formative assessment will be done on a daily basis as Continuous Assessment (CA), while Summative assessment will be conducted at the end of the learning process, either termly or yearly, using a formally set examination. The summative assessment will include:

- Practical
- Project

## **Final examination**

Only **Papers 1, 2, 3, 4, 5 & 6** are available of which three papers must be taken including at least one from papers 1-3 and at least one from papers 4-5 and Paper 6: course work. Colour may be used in any paper but must be used in Paper 4.

**Paper 1** - Drawing and/or painting from still life

**Paper 2**- Drawing and/or painting from observation

**Paper 3**- Drawing and/or painting from a living person

**Paper 4** - Composition in colour

**Paper 5**- Design on paper

**Paper 6**- Coursework (**A workbook must accompany the submission**)

## **RATIONALE**

Art and Design is a very important subject, it is a vital means of communicating, ideas feelings and creative formal and visual expression. Art and Design, provides for personal imaginative and sensitive response to aesthetic stimuli in their environment Art and Design, sharpens an individual's creative faculties, observation power, analytical ability and practical – oriented artistic urges. In addition, Art and Design stirs awareness and sense of appreciation for the social, cultural as well as economic value of our natural and ethnic legacy. The learners develop open minded and positive attitudes towards creative application of modern scientific and technological knowledge to survival skills

## **GENERAL OUTCOMES**

- Develop skills of manipulation, correlation, coordination, imagination, observation and self-expression
- Demonstrate craft and technical skills in making artefacts

## Grade 10

### Competencies

- Demonstrate ability to select and record analytically from direct observation and personal experiences.
- Exhibit an individual, sensitive and creative response to a stimulus, to develop an idea, theme or subject.

**General outcomes:** - Acquire knowledge and appreciation of crafts of the Zambian society

Topic	Sub-topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
1.HISTORY OF ZAMBIAN ART	1.1.Crafts	1.1.1. Identify the tools and materials used for weaving.	1. Traditional crafts - basketry - mat making - fish traps - animal nets/traps	<ul style="list-style-type: none"> <li>• Identification of tools and materials</li> </ul>	<ul style="list-style-type: none"> <li>• appreciation of various crafts</li> </ul>
	1.2 Prominent Zambian visual Artists	1.2.1 state the techniques of Art styles of prominent Zambian Visual Artist.  1.2.2 Describe the works of prominent Zambian Visual Artists.  1.2.3 Compare and contrast works of Zambian Visual Artist.	2. Prominent Zambian Visual Artists: - Henry Tayali - Akwila Simpasa - Godfrey Setti - Shadreck Simukanga	<ul style="list-style-type: none"> <li>• Comparing and contrasting of artworks</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of Art styles</li> </ul>
	1.3 Traditional decorations	1.3.1 Apply different traditional decorations in practical activities.	3. Traditional Decorations - wall decorations - bead work - rattles - creative needle work	<ul style="list-style-type: none"> <li>• Application of traditional decorations .</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of decorations</li> </ul>

Topic	Sub-topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
	1.6 Traditional bodily/ornaments features of identity	1.6.1 Identify traditional bodily/ornamental features of identity among different ethnic groups in Zambia	Tatoos - Traditional ornaments - Traditional attire	<ul style="list-style-type: none"> <li>• Identification of traditional bodily and ornamentals features of identity</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of culture and a sense of citizenship</li> </ul>
	1.7 Sculpture	1.7.1 identify tools and materials used for sculpture.  1.7.3 State the uses of types of sculpture from different parts of Zambia	6. Types of sculpture - stone - wood - terracotta (fired clay) - horns	<ul style="list-style-type: none"> <li>• Identification of tools and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of hand tools and materials</li> </ul>
	1.8 Rock Painting	1.8.1 Describe the types of rock paintings in Zambia 1.8.2 locate on the map of Zambia sites for rock paintings.  1.8.3 list the tools and materials used in rock painting.	7. Types of rock painting - naturalistic - schematic - realistic	<ul style="list-style-type: none"> <li>• Locating of different rock paintings sites in zambia</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of rock paintings</li> </ul>
	1.9. Pottery	1.9.1 Out line the process of clay preparation for traditional pottery. 1.9.3. Describe techniques of traditional pottery from different parts of Zambia. 1.9.4. Describe kilns used for traditional pottery	. Traditional pottery - preparation of clay - glazing - firing/kilns - uses of pottery	<ul style="list-style-type: none"> <li>• Application of techniques of traditional pottery</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of knowledge in traditional pottery</li> </ul>

**General outcomes:** - Acquire knowledge of Art and Design through the use of elements and principles of design.  
 - gain practical experience in designing.

Topic	Sub-topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
2. DESIGN ON PAPER	2.1. Elements of Design	2.1.1 State elements of design  2.1.3 Use elements of design	1. Elements of design - dot - line - shape - colour - texture - space - mass - volume - tone - pattern	<ul style="list-style-type: none"> <li>• Application of elements design</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of composition or layout through arrangement of elements of design</li> </ul>
	2.2 Principles of Design	2.2.1 State principles of design  2.2.3 Use principles of design	2. Principles of design - arrangement - balance - variety - emphasis - perspective	<ul style="list-style-type: none"> <li>• Application of principles</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of the principles of design</li> </ul>
	2.3 Symbols	2.3.1 Design a logo on a given theme.  2.3.2 Design an emblem on a given theme.	1. Logo: Company identity  2. Emblem: School badge Football team badges	<ul style="list-style-type: none"> <li>• Designing of symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of symbols</li> <li>• Design qualities in symbols</li> </ul>
	2.4 Cards	2.4.2 Design cards for various Occasions according to the given theme.	Cards - Birthday cards - Valentine cards - Christ-mas cards	<ul style="list-style-type: none"> <li>• Designing of cards</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity in card designing</li> </ul>
	2.5 Posters	2.5.1 Design posters based on any given theme	- advertise products - future events	<ul style="list-style-type: none"> <li>• Designing of posters.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of ideas and images.</li> </ul>
	2.6. Lettering	2.6.1 Design different typefaces	Lettering	<ul style="list-style-type: none"> <li>• creative</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of</li> </ul>

Topic	Sub-topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
			<ul style="list-style-type: none"> <li>- development of lettering</li> <li>- lower case</li> <li>- upper case</li> <li>- point size</li> <li>- style of letters</li> <li>- calligraphy</li> </ul>	lettering	calligraphy
	2.7 Print making	2.7.2 Describe techniques used in printing. 2.7.3 Design prints print making. 2.7.4 Demonstrate designing and printing skills	<ul style="list-style-type: none"> <li>- motif</li> <li>- plate or stencil printing</li> <li>- fabric designing</li> </ul>	<ul style="list-style-type: none"> <li>• Printing using different techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of combinations of techniques.</li> </ul>

**General outcome:** - Design and make artifacts in accordance to the given theme

Topic	Sub-topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
3. CRAFTS	3.1. Picture making	3.1.2 Compose different pictures.	<ul style="list-style-type: none"> <li>- collage</li> <li>- montage</li> </ul>	<ul style="list-style-type: none"> <li>• Composition of pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal qualities in picture making</li> <li>• Aesthetic qualities</li> </ul>
	3.2. Papier Mache'	3.2.3 Prepare paper pulp 3.2.4 Design different objects for Papier mache	Papier mache <ul style="list-style-type: none"> <li>- mixing paper pulp</li> <li>- puppets</li> <li>- mask</li> </ul>	<ul style="list-style-type: none"> <li>• Mixing of paper pulp</li> <li>• Recycling of waste materials</li> </ul>	<ul style="list-style-type: none"> <li>• Individual responsibility.</li> <li>• Technical control in papier mache` activities</li> </ul>
	3.3. Jewellery	3.3.2 Design and make various types of jewellery.	<ul style="list-style-type: none"> <li>- string beadwork</li> <li>- woven beadwork</li> <li>- flat bead work</li> <li>- netted bead work</li> </ul>	<ul style="list-style-type: none"> <li>• Designing of jewellery</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of different beadwork</li> <li>• Personal qualities in bead work</li> </ul>
	3.5 Stitchery	3.5.1 identify materials and tools	Needle work	<ul style="list-style-type: none"> <li>• Identification of</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of</li> </ul>

		used for stitchery 3.5.2 Apply techniques of stitchery	stitchery	materials and tools • Application of techniques	stitchery • Creativity in needle work.
3.6 Toy making	3.6.2 Design and make various types of toys	Toy making - puppets /muppets - marionettes	Toy making - puppets /muppets - marionettes	• Designing of toys	• Appreciation of the importance of toys.
3.7 Fabric work	3.7.1 Design motifs for fabric Printing 3.7.2 Apply different techniques for fabric printing	- motif - fabric printing - batik	- motif - fabric printing - batik	• Designing and printing of motifs- Application of different techniques • -	• Craftsmanship in fabric printing
3.8 Sculpture	3.8.2 Design sculpture using different materials 3.8.3 Construct various sculpture forms.	Types of sculpture - wood - metal - plaster of Paris - cement	Types of sculpture - wood - metal - plaster of Paris - cement	• Application of design process • Construction of sculptures	• Perseverance in casting, carving, and constructing.
3.10. Traditional methods of modeling	3.10.1. Demonstrate an understanding of traditional methods of modeling 3.10.3 Use different traditional methods of modeling 3.10.4 Apply different firing techniques	Methods - pinch - coil - slab - bisque firing - decorative firing - glazing	Methods - pinch - coil - slab - bisque firing - decorative firing - glazing	• Application of different modeling techniques	• Craftsmanship in modeling
3.11. Masks (Papier Mache)	3.11.2 Design masks from different parts of Zambia 3.11.3 Make masks from different parts of Zambia	Masks Making masks using papier mache	Masks Making masks using papier mache	• Designing of different mask	• Appreciation of culture and a sense of citizenship

**General outcomes:** - Acquire skills and knowledge in drawing/ painting and use of Art materials

Topic	Sub-topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
4. DRAWING OR PAINTING FROM OBSERVATION	4.1. Natural objects	4.1.1 Compose pictures to depict various natural motifs	1. Drawing and painting of Natural motifs: - leaf - bark - branch - twig - bone - foliage - stone - tree - trunk	<ul style="list-style-type: none"> <li>• Analysis of natural objects</li> <li>• Composition of pictures using different motifs.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of natural objects.</li> <li>• Aesthetic qualities in painting</li> </ul>
	4.2. Man-made objects	Compose pictures to depict various man-made objects	2. Drawing and painting of man- made motifs: • shoes • bottles • boxes • tins	<ul style="list-style-type: none"> <li>• Analysis of artificial motifs</li> <li>• Composition of pictures using different motifs</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of artificial objects</li> <li>• Confidence, initiative and a sense of achievement.</li> </ul>
	4.3. Rural/Urban settings	4.3.1 Compose pictures to depict a given type of rural or urban setting	3. Drawing and painting of urban setting. (Corridor/ passage Inside a room Rural setting Part of kraal Part of a well)	<ul style="list-style-type: none"> <li>• Composition of pictures using different media</li> </ul>	<ul style="list-style-type: none"> <li>• Independence in concept and execution</li> </ul>



Topics	Sub-topics	Specific Outcomes	Content		
			Knowledge	Skills	Values
5. STILL LIFE	5.1. Natural objects	5.1.1 Compose pictures to depict natural objects	Drawing and painting of natural objects - fruits - plank - log	<ul style="list-style-type: none"> <li>• Compositions of picture</li> </ul>	<ul style="list-style-type: none"> <li>• Creativeness in depicting natural objects</li> <li>• Appreciation of nature.</li> </ul>
	5.2. Man-made objects	5.2 .1 Compose to depict man made objects	Drawing and painting of man-made objects: - parts of simple machines - various types of bottles - various types of clothing drapery	<ul style="list-style-type: none"> <li>• Composition of pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Craftsmanship in a piece of artwork</li> </ul>
	5.3. Traditional objects	5.3.1 Identify various traditional objects from different parts of Zambia  5.3.Compose pictures to depict traditional objects	Drawing and painting traditional objects: - baskets - traditional stools - gourds - wooden plates - walking sticks	<ul style="list-style-type: none"> <li>• Identification of traditional objects.</li> <li>• Composition of pictures using different objects</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation and culture awareness of artifacts</li> </ul>

Topic	Sub-topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
6. DRAWING AND PAINTING FROM A LIVING PERSON	6.1. Figure drawing	6.1.1 Compose pictures to depict various parts of the human body	Drawing and painting parts of the body: - hand - arm - foot - eye - nose - mouth	<ul style="list-style-type: none"> <li>• Composition of pictures using different media</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of</li> <li>• Structure and proportions</li> </ul>

Topic	Sub-topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
7. IMAGINATIVE COMPOSITION IN COLOUR	7.1. Imaginative composition	<p>7.1.1 Compose pictures to depict pictures on stories read.</p> <p>7.1.2 Compose pictures to depict pictures on stories narrated.</p> <p>7.1.3 Compose pictures to depict pictures on text given</p> <p>7.1.4 Compose picture to depict pictures on stylized pictures on various pictures to depict pictures based on abstract themes</p> <p>7.1.6 Compose pictures to depict pictures based on cross-cutting issues</p>	<p>1. Compositions based on:</p> <ul style="list-style-type: none"> <li>- stories narrated</li> <li>- stories read</li> <li>- given text</li> <li>- pictures on various themes e.g. water and sanitation, traditional ceremonies, celebrations, festivals.</li> <li>- crosscutting issues such as: HIV and AIDS, population and family life education, Environmental Education, National Heritage</li> </ul>	<ul style="list-style-type: none"> <li>• Composition in colour</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretation of the themes or subjects</li> <li>• Personal qualities in imaginative composition</li> </ul>

## Grade 11

### Competencies

- Apply problem-solving skills, creatively and practically through designing, making and evaluating using real life context.
- Demonstrate the ability to make critical judgments and show a developing appreciation and cultural awareness through personal ideas and images

**General outcomes:** - Acquire knowledge and understanding of a design process.  
 - Apply the design process in art activities

Topic	Sub-topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
1. DESIGN ON PAPER	1.1.Symbols	1.1.1 Design a logo on a given theme	Logo: - company identity - associations - organizations Emblem: - universities - colleges - schools	<ul style="list-style-type: none"> <li>• Designing of symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of symbols</li> <li>• Design qualities</li> </ul>
		1.1.2 Design an emblem on a given theme.			
	1.2. Cards	1.2.1 Design cards for various occasions	<ul style="list-style-type: none"> <li>- Post cards:</li> <li>- Christmas cards</li> <li>- Valentine cards</li> <li>- Anniversary cards</li> <li>- Birthday cards</li> </ul>	<ul style="list-style-type: none"> <li>• Designing of occasional cards</li> </ul>	<ul style="list-style-type: none"> <li>• Aesthetic qualities</li> <li>• Craftsmanship in card designing</li> </ul>
	1.3 Posters	1.3.1. Design posters based on given themes.	Themes: <ul style="list-style-type: none"> <li>- substance abuse</li> <li>- child labour</li> <li>- gender violence</li> <li>- Advertisement</li> </ul>	<ul style="list-style-type: none"> <li>• Poster designing</li> <li>• Visual communication</li> </ul>	<ul style="list-style-type: none"> <li>• Independence in concept and execution.</li> <li>• Aesthetic qualities</li> </ul>
	1.4. Lettering	1.4.1 Describe types of lettering 1.4.2 Design different type faces	<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>• Craftsmanship in lettering</li> </ul>
1.5. Print making	1.5.1 Design motifs for block print making	Block printing	<ul style="list-style-type: none"> <li>• Designing and print making</li> </ul>	<ul style="list-style-type: none"> <li>• Craftsmanship in block print making</li> </ul>	

Topic	Sub-topic	Specific Outcomes	Content		
			Knowledge	Skills	Values

**General outcome:** - Acquire knowledge and understanding of African Art history and appreciation of their culture

Topics	Sub-topics	Specific Outcomes	Content		
			Knowledge	Skills	Values
1. AFRICAN ART HISTORY	2.1. Types of African Art	2.1.1 Demonstrate an understanding of various Art styles from different regions of Africa 2.1.2. Mention main types of African Art. 2.1.4 State the functions of African Art 2.1.5 State the effects of collecting sculpture materials from the environment	1. Sculpture: - stone - wood - clay (terracotta) - metal - bronze - gold - copper  2. Crafts - bangles - ingots The functions of African Art	<ul style="list-style-type: none"> <li>Analysis of art styles</li> <li>Comparing and contrasting the art styles</li> </ul>	<ul style="list-style-type: none"> <li>Cultural awareness and appreciation of African Art</li> </ul>
2.	4.2 Traditional African Sculpture	4.2.1 Out line the techniques used for different types of sculpture 4.2.2 State the functions of African sculpture 4.2.3 Differentiate sculptures from other regions of Africa	Study areas 1. West Africa Metal, stone and wood sculpture 2. Central Southern Africa Stone and wood sculpture 3. North Africa Metal and stone Sculpture The functions of African sculpture	<ul style="list-style-type: none"> <li>Application of techniques in sculpture</li> </ul>	<ul style="list-style-type: none"> <li>Cultural awareness and appreciation of sculpture</li> </ul>

**General outcomes:** - Acquire knowledge and skills in crafts.

Topic	Sub-topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
3. CRAFTS	3.1. Picture Making	3.1.1 Compose pictures using different materials	Picture making - mosaic - frieze	<ul style="list-style-type: none"> <li>• Composition of pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Resourcefulness in real life situation</li> </ul>
	3.2. Papier Mache	3.2.1 Make different items	Papier Machè - puppets - toys - animal shapes	<ul style="list-style-type: none"> <li>• Manipulation and recycling of waste paper</li> </ul>	<ul style="list-style-type: none"> <li>• Craftsmanship in papier mache</li> </ul>
	3.3. Jewellery	3.3.1 Design and make various types of jewellery	Bone Jewellery (beads, bangles, bracelets) Metal Jewellery (can, tins, bottles, tops) Paper Jewellery ( beads ...)	<ul style="list-style-type: none"> <li>• Designing of jewellery using various materials</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of jewellery</li> <li>• Personal qualities</li> </ul>
	3.4. Weaving	3.4.1 Identify weaving materials 3.4.3 Weave using looms	Weaving: - warp - wefts - simple frame loom - macramè	<ul style="list-style-type: none"> <li>• Weaving techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Craftsmanship in weaving</li> <li>• Aesthetic qualities in weaving</li> </ul>
	3.5. Fabric Printing	3.5.1 Design motifs for fabric Printing.	Printing: - motif	<ul style="list-style-type: none"> <li>• Motif designing and, fabric printing</li> </ul>	<ul style="list-style-type: none"> <li>• Craftsmanship in printing</li> </ul>
	3.6. Sculpture	3.6.2 Design different sculptures 3.6.3 Construct/assemble sculptures	Types of sculptures - stone - metal - plaster of Paris - cement - fiber glass	<ul style="list-style-type: none"> <li>• Designing and constructing of sculpture</li> </ul>	<ul style="list-style-type: none"> <li>• Perseverance in sculpture making</li> </ul>
	3.7. Ceramics	3.7.4 Describe techniques of using the potter's wheel	The potter's wheel kneading, wedging and	<ul style="list-style-type: none"> <li>• Application of techniques.</li> <li>• Mixing of glazes.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of the potter s wheel</li> <li>• Personal qualities</li> </ul>

Topic	Sub-topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
		3.7.5 Mixing of glazes 3.7.6 Apply the process of firing.	throwing - decorations - glazes - firing kilns		
	3.8 Masks	3.8.3 Carve masks from different parts of Zambia	Carving Wood masks	<ul style="list-style-type: none"> <li>• Carving of masks</li> </ul>	<ul style="list-style-type: none"> <li>• Craftsmanship in wood work</li> </ul>
	3.9. Mobiles and stables	3.9.1 Make mobiles/stables	Making of mobiles and stable.	<ul style="list-style-type: none"> <li>• Designing of mobiles and stable</li> </ul>	<ul style="list-style-type: none"> <li>• Personal qualities in craft work.</li> </ul>

**General outcome:** - Acquire knowledge and skills in drawing/painting and the use of Art materials.

Topic	Sub-topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
5. DRAWING AND PAINTING FROM OBSERVATION	5.1.Natural objects	5.1.1 Compose pictures to depict natural motifs	1. Drawing and painting natural motifs: - flowers - snail shells - branch - bone - foliage - animal skull - ant eaten wood - tree - pods - root	<ul style="list-style-type: none"> <li>• Composition of pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of natural motifs</li> </ul>
	5.3. Rural setting	5.3.1 Compose pictures to depict a given type of rural setting	Drawing and painting of- chicken run - at the river side - granary	<ul style="list-style-type: none"> <li>• Composition of pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Craftsmanship in a style of work</li> </ul>

Topic	Sub-topics	Specific Outcomes	Content		
			Knowledge	Skills	Values
6. DRAWING AND PAINTING FROM A LIVING PERSON	6.1 Figure drawing	6.1.1. Compose pictures to depict various parts of human body  6.1.2 Compose pictures to depict different postures of human body	Drawing and painting parts of a human body - head - bust/torso - ear - palm - fingers - the whole body	<ul style="list-style-type: none"> <li>• Composition of pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of structures and proportion</li> </ul>
1. STILL LIFE DRAWING	7.1. Natural objects	7.1.1 Compose pictures to depict various natural objects in relationship to one another	1. Drawing and painting natural objects - vegetables - fruits - stone - wood	<ul style="list-style-type: none"> <li>• Composition of pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Aesthetic qualities in still life drawing</li> </ul>
	7.2. Man-Made objects	7.2.1 Compose pictures to depict man-made objects	2. Drawing and painting man-made objects: - parts of machine - various types of utensils - various types of clothing drapery	<ul style="list-style-type: none"> <li>• Composition of pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence in handling of media</li> <li>• Personal qualities in drawing</li> </ul>
	7.3. Traditional objects	7.3.1 Compose pictures to depict traditional objects	3. Drawing and painting traditional objects: - baskets - gourds - smoking pipe - clay pots - winnower - stools	<ul style="list-style-type: none"> <li>• Composition of pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness and appreciation of traditional items</li> </ul>
8. COMPOSITION IN COLOUR	8.1. Imaginative composition	8.1.1 Compose pictures to depict pictures on stories . 8.1.2 Compose pictures to depict pictures on stories narrated. 8.1.3 Compose picture to depict	Composition based on: - text given - stories narrated  cross cutting issues	<ul style="list-style-type: none"> <li>• Composition of pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of different media</li> <li>• Personal qualities in imagination</li> </ul>

Topic	Sub-topics	Specific Outcomes	Content		
			Knowledge	Skills	Values
		<p>pictures based on national concerns</p> <p>8.1.4 Compose picture to depict pictures based on contemporary issues.</p> <p>8.1.5 Compose picture to depict pictures based on stylized themes.</p> <p>8.1.6 Compose pictures to depict pictures based on cross-cutting issues</p>	<p>such as substance abuse, child trafficking</p> <ul style="list-style-type: none"> <li>- abstract themes</li> <li>- national heritage</li> <li>- contemporary issues</li> <li>- domestic violence</li> </ul>		<p>composition</p>

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## Grade 12

### Competencies

- Apply artistic processes and techniques in an informed and disciplined way appropriate to an intention
- Demonstrate the ability to use and compose formal elements as appropriate[ contour, shape, colour,/tone, texture, structure and relationships between form and space]

**General outcomes:** - acquire knowledge and understanding of world Art history.

Topics	Sub-topics	Specific Outcomes	Content		
			Knowledge	Skills	Values
1. WORLD ART HISTORY	1.1. Famous movements in Art	1.1.2 Describe the characteristics of Gothic Art. 1.1.3. State the masters of Gothic Art 1.1.4. Describe the history of renaissance Art 1.1.5. State the significance of renaissance Art. 1.1.6. list the masters of renaissance Art 1.1.7. Demonstrate an understanding of techniques of contemporary Art 1.1.9. Apply the techniques of the various Art movements	1. Gothic Art - Giotto - Botticelli 2. Renaissance Art - Michelangela Bonnaroti - Leornado da Vinci Rachael Siano 3. Contemporary Art - Pablo Picasso - Vincent Van Goh - Kandisky Differentiate Gothic and Renaissance Art	<ul style="list-style-type: none"> <li>• Analysis of famous movements in Art</li> <li>• Application of different techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of different movements in Art</li> </ul>

**General outcomes:** - acquire knowledge and understanding of a design process.  
 - Apply the design process.

Topic	Sub-topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
2. DESIGN ON PAPER	2.1. Symbols	2.1.3 design a logo/emblem on a given theme	Logo: - company identity - associations - organizations  Emblem: - universities - colleges - school badges - churches	<ul style="list-style-type: none"> <li>• Analysis of a design problem</li> <li>• Application of design processes</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity in use of techniques and medium</li> <li>• Aesthetic qualities</li> </ul>
	2.2. Cards	2.2.1 Identify different types of Cards  2.2.2 Design cards for various Occasions	Cards - valentine cards - anniversary cards - Birthday cards - Christmas cards	<ul style="list-style-type: none"> <li>• Identification of different types of cards</li> <li>• Designing of cards</li> </ul>	<ul style="list-style-type: none"> <li>• Craftsmanship in card designing</li> <li>• Design qualities in card making</li> </ul>
	2.3. Posters	2.3.1 Design posters based on given themes	Designing posters - future events - Advertisements	<ul style="list-style-type: none"> <li>• Designing of posters</li> </ul>	<ul style="list-style-type: none"> <li>• Personal qualities in poster designing</li> </ul>
	2.4. Lettering	2.4.1 Identify the characteristics of Types of letters.	Lettering Lower case Upper case	<ul style="list-style-type: none"> <li>• Identification of type faces</li> <li>• creative lettering</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity in letter designing</li> </ul>
	2.5. Print making	2.5.1 Identify four main techniques used for making prints	- relief printing - intaglio printing - lithography and screen printing	<ul style="list-style-type: none"> <li>• Identification of different techniques in print making</li> </ul>	<ul style="list-style-type: none"> <li>• Craftsmanship in printing</li> </ul>
			2.5.2 Make a screen print		

**General outcomes:** - acquire crafts skills in making artefacts  
 - gain practical experience of other locally available materials

Topic	Sub-topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
3. CRAFTS	3.1. Picture making	3.1.2 Compose pictures using local materials	Picture making: - montage - collage - frieze - mosaic	<ul style="list-style-type: none"> <li>• Analysis of different techniques</li> <li>• Composition of pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Creativeness in use of media</li> </ul>
	3.2. Papier Mache	3.1.2 Design various items for papier mache  3.1.3 Decorate finished items	Items: - masks - vessels - plates - cups - spoons	<ul style="list-style-type: none"> <li>• Designing of items using paper mache</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence, initiative and a sense of achievement</li> </ul>
	3.3. Jewellery	3.3.1 Make various ornaments using found materials	1. Bone Jewellery: - carving - incising - painting - wiring - vanishing 2. Metal Jewellery: - bend - joined 3. Paper Jewellery: - painting - texturing	<ul style="list-style-type: none"> <li>• Manipulation of found materials</li> <li>• Designing of various items</li> </ul>	<ul style="list-style-type: none"> <li>• Craftsmanship in ornament making</li> </ul>
	3.4. Stitchery and Applique	3.4.1 Use of stitchery and appliqué to create batik/tie and dye	- batik - tie and dye - stitches - needle and thread	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation the importance of stitchery and applique</li> </ul>

**General outcomes:** - acquire a theoretical knowledge and appreciation of crafts of the Zambian societies

Topics	Sub-topics	Specific Outcomes	Content		
			Knowledge	Skills	Values
4. DRAWING AND PAINTING FROM OBSERVATION	4.1. Natural objects	4.1.1. Demonstrate various Drawing/painting techniques to depict natural objects	1. Drawing and painting natural motifs - crops - floral - branch - tree - trunk - bone structure - stone	<ul style="list-style-type: none"> <li>• Composition of pictures</li> <li>• Manipulation and analysis of natural motifs</li> </ul>	<ul style="list-style-type: none"> <li>• Personal qualities in drawing and painting</li> </ul>
	4.2. Man -made objects	4.2.1 Demonstrate various drawing/painting techniques to depict man made objects	2. Drawing and painting man made motifs - worn shoe - machine parts - parts of the building	<ul style="list-style-type: none"> <li>• Composition of pictures</li> <li>• Analysis of artificial motifs</li> </ul>	<ul style="list-style-type: none"> <li>• Personal qualities and craftsmanship in drawing and painting</li> </ul>
	4.3. Rural/Urban settings	4.3.1 Demonstrate drawing/ painting techniques to depict a given type of rural/urban settings	Drawing and painting of rural/Urban settings: - kraal - bore hole - hand pump - a hut/ - Fire place	<ul style="list-style-type: none"> <li>• Composition of pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Aesthetic qualities in drawing</li> </ul>
5. DRAWING AND PAINTING FROM A LIVING PERSON	5.1. Figure drawing	5.1.1 Demonstrate various Drawing/painting techniques to depict a person in drapery 5.1.2 Use various drawing/painting techniques to depict a person in different poses 5.1.3 Demonstrate various drawing/painting techniques to depict a person in action.	Figure drawing: - in action Figure in drapery - descriptive poses	<ul style="list-style-type: none"> <li>• Composition of pictures</li> <li>• Application of techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Craftsmanship in figure drawing</li> </ul>

6. STILL LIFE	6. Natural objects	6.1.1 Use various drawing/painting materials to depict an arrangement of natural objects.	1. Drawing and painting of natural object: - vegetables - fruits - roots - stone - wood - grass - flowers	<ul style="list-style-type: none"> <li>• Manipulation and analysis of natural objects</li> <li>• Composition of pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Aesthetic qualities still life drawing</li> </ul>
	7. Man-made objects  8. Traditional objects	7.1.1 Compose pictures to depict of an arrangement of artificial objects.  8.1. 1 Compose pictures to depict traditional objects.	2. Drawing and painting of man made objects: - parts of machine - various types of tins, bottles and vessels - various types of clothing materials - crumpled paper  3. Traditional objects - basket - clay-pots - gourds - clay- plates - traditional stools - winnower - combs	<ul style="list-style-type: none"> <li>• Composition of pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of local materials</li> <li>• Personal qualities in drawing and painting</li> </ul>

<p>7. COMPOSITION IN COLOUR</p>	<p>7.1. Imaginative composition</p>	<p>7.1.1 Compose pictures to depict pictures based on stories narrated.</p> <p>7.1.2 Compose pictures to depict pictures based on stories read</p> <p>7.1.3 Compose pictures to depict pictures based on abstract themes.</p> <p>7.1.4 Compose pictures to depict pictures based on national heritage.</p> <p>7.1.5 Compose pictures to depict pictures based on stylized pictures on various themes</p>	<p>Compositions based on:</p> <ul style="list-style-type: none"> <li>- stories read</li> <li>- stylized pictures on various themes</li> <li>- abstract themes</li> <li>- national concerns</li> <li>- issues of national heritage.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing pictures in colour</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence and use of intuition and imagination</li> </ul>
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**General outcomes:** - Develop entrepreneurial knowledge and skills

Topic	Sub-topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
Entrepreneurship	Project work	<ul style="list-style-type: none"> <li>-Identify a project</li> <li>- Carry out research about the project</li> <li>- Select and develop a solution to the project</li> <li>- Demonstrate economic use of resources</li> <li>- Practice quality workmanship in making projects for community.</li> <li>- Calculate the cost of a product</li> <li>- Demonstrate marketing skills.</li> </ul>	<ul style="list-style-type: none"> <li>- projects</li> <li>- Economic value</li> <li>- planning</li> <li>- management</li> <li>- marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Problem identification</li> <li>• Production planning</li> <li>• Marketing of artefacts</li> </ul>	A spirit of co-operation and environmental responsibility through problem-solving activities.

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## SCOPE AND SEQUENCE CHART

TOPIC	GRADE 10	GRADE 11	GRADE 12
1. History of Art	<p><b>Zambian Art</b></p> <ul style="list-style-type: none"> <li>• Traditional Crafts</li> <li>• Prominent Zambian Visual Artists</li> <li>• Traditional decorations</li> <li>• Traditional musical instruments</li> <li>• Secular, Religious and functional items</li> <li>• Traditional bodily / ornaments</li> <li>• Traditional Attire</li> <li>• Types of Sculpture</li> <li>• Rock paintings</li> <li>• Pottery</li> </ul>	<p><b>African Art</b></p> <ul style="list-style-type: none"> <li>• Sculpture (Stone, wood, metal, Bronze, gold copper)</li> <li>• Crafts (bungles, ingots.)</li> <li>• Traditional African sculpture) West Africa Central, Southern Africa, North Africa )</li> </ul>	<p><b>World Art</b></p> <ul style="list-style-type: none"> <li>• Gothic Art</li> <li>• Renaissance Art</li> <li>• Contemporary Art</li> </ul>
2. Design on paper	<ul style="list-style-type: none"> <li>• Elements of Design</li> <li>• Principles of Design</li> <li>• Logo (Company identity ) Emblem school badge, football team</li> <li>• Cards (Birthday, valentine, Christmas)</li> <li>• Poster (Advertise products, futures events)</li> <li>• Lettering (lower case, upper case, style of</li> </ul>	<ul style="list-style-type: none"> <li>• Logo (Associations, organisations )</li> <li>• Emblem (Universities) Colleges School)</li> <li>• Cards (Post cards, anniversary)</li> <li>• Posters (On substance Abuse child labour, Advertisement</li> <li>• Lettering (Calligraphy)</li> <li>• Print Making (Block Printing)</li> </ul>	<ul style="list-style-type: none"> <li>• Logo (Company identity, organisations, association)</li> <li>• Emblem (Churches, Colleges, Universities)</li> <li>• Cards (anniversary, Valentine)</li> <li>• Posters (Advertisement Future events.)</li> <li>• Lettering</li> <li>• Printing making (relief intaglio, lithography and screen printing)</li> </ul>



	<p>letters, Calligraphy)</p> <ul style="list-style-type: none"> <li>• Print Making (Motif, Plate, Fabric Designing)</li> </ul>		
3. Crafts	<ul style="list-style-type: none"> <li>• Picture making (collage, montage)</li> <li>• Paper Mache (Mixing pulp, puppets, masks)</li> <li>• Jewellers (string, woven, flat, netted)</li> <li>• Book binding (single and multi-section binding)</li> <li>• Stitchery (needle work)</li> <li>• Toy making (puppets, marionettes)</li> <li>• Fabric work (motif, fabric, printing, batik)</li> <li>• Sculpture (wood, metal, plaster of paris, cement)</li> <li>• The putter's wheel (clay preparation)</li> <li>• Traditional methods of modelling</li> <li>• Masks (papier-mâché)</li> </ul>	<ul style="list-style-type: none"> <li>• Picture making (mosaic frieze)</li> <li>• Papier-mâché (toys, animal shapes)</li> <li>• Jewellery (Bone, Metal paper)</li> <li>• Weaving (warp, wefts, loom, macramé)</li> <li>• Fabric printing (Motif, relief printing)</li> <li>• Sculpture (stone, meter, fibre glass, cement)</li> <li>• Ceramics (traditional methods of modelling)</li> <li>• The potter's wheel (throwing, decorations, kilns, glaze, firing)</li> <li>• Masks (wood)</li> <li>• Mobiles and stables</li> </ul>	<ul style="list-style-type: none"> <li>• Picture making (Montage, Collage, frieze, mosaic)</li> <li>• Papier-mâché (masks, vessels, plates, cups)</li> <li>• Bone jewellery (carving incising, painting, wiring, Vanishing.</li> <li>• Metal jewellery (bend, joined, staired)</li> <li>• Paper jewellery (painting texturing)</li> <li>• Stitchery and appliqué (batik, tie and dye, stitches, needles and thread)</li> </ul>
4. Drawing or painting from observation	<ul style="list-style-type: none"> <li>• Natural objects (leaf, bark, branch, twig, bone, foliage, stone, tree, trunk)</li> <li>• Man – made objects (shoe, bottle, boxes, tins)</li> <li>• Rural / urban setting (perspective)</li> </ul>	<ul style="list-style-type: none"> <li>• Natural objects (flowers, snail, shells, animals, skull, pods, root)</li> <li>• Rural setting (Chicken run, at the riverside, granary)</li> </ul>	<ul style="list-style-type: none"> <li>• Natural objects (Crops, floral, bone sculpture, trunk)</li> <li>• Man – Made objects (worn shop, machine parts, drapery, parts of the building)</li> <li>• Rural / Urban setting (Kraal, borehole, head pump, fire please)</li> </ul>
5. Still life drawing	<ul style="list-style-type: none"> <li>• Natural object (bones,</li> </ul>	<ul style="list-style-type: none"> <li>• Natural objects</li> </ul>	<ul style="list-style-type: none"> <li>• Nature objects (grass,</li> </ul>

	<p>skull plank, log.</p> <ul style="list-style-type: none"> <li>• Man – Made objects (parts of simple machines, bottles)</li> <li>• Traditional objects (baskets, traditional stools, gourds, wooden plate, walking sticks)</li> </ul>	<p>(Vegetables, fruits, stone, wood)</p> <ul style="list-style-type: none"> <li>• Man – made objectives (utensils, clothing drapery)</li> <li>• Traditional objects (smoking pipe, clay pots, winnower, stools mortar and pestle)</li> </ul>	<p>roots, fruits, stone, wood, flowers, )</p> <ul style="list-style-type: none"> <li>• Man – Made object (bottles, tin, vessels, crumpled paper)</li> <li>• Traditional objects (clay pots combs, baskets, plates)</li> </ul>
6. Drawing or painting from living person	<ul style="list-style-type: none"> <li>• Parts of the human body hand, arm, foot, eye, nose, mouth</li> </ul>	<ul style="list-style-type: none"> <li>• Part of the human body (head, bust, torso, ear, palm, fingers)</li> </ul>	<ul style="list-style-type: none"> <li>• Persons in action</li> <li>• Different poses</li> </ul>
7. Composition in colour	<ul style="list-style-type: none"> <li>• Imaginative compositions based on:</li> <li>• Stories narrated</li> <li>• Stories read</li> <li>• Pictures on various themes e.g water and sanitation, traditional ceremonies, Celebrations festivals</li> <li>• Crosscutting issue such as environmental education, HIV and Aids, National Heritage.</li> </ul>	<ul style="list-style-type: none"> <li>• Imaginative Compositions based on:</li> <li>• Text given</li> <li>• Stories narrated</li> <li>• Cross cutting issue such as substance Abuse, Child trafficking</li> <li>• Abstract themes contemporary issue</li> <li>• Domestic violence</li> </ul>	<ul style="list-style-type: none"> <li>• Imaginative Compositions based on:</li> <li>• Stylized pictures on various themes</li> <li>• National concerns</li> <li>• Issue of national heritage</li> <li>• Cross cutting issues such as corruption.</li> </ul>
8. Entrepreneurship	<ul style="list-style-type: none"> <li>• Costing</li> <li>• Marketing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Costing</li> <li>• Marketing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Costing</li> <li>• Marketing skills</li> </ul>