

AUTHORS

ART AND DESIGN

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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, and to encourage fostering their aptitude of creativity, imagination and innovation.

The teaching of this subject is not only aimed at developing their faculty of imagination and observation, but it also enhances their ability to analytically respond to the notions of the aesthetics. The trainer ought to inspire the learner to rationally originate creative ideas with a sense of heightened imagination.

The Art and Design Syllabus also provides an opportunity to both the teacher and the learners for a practical experience for working mainly with local available materials. It provides the learner with an education which is preparatory for further learning and livelihood.

RATIONALE

Art and Design plays an important role in development of teaching and learning competences of the student teacher. This course introduces a student teacher to the nature of teaching and learning and the role of the teacher in enhancing learning. It prepares the student teacher to be competent in a range of skills related to effective teaching. It further encourages the exploration of values, fosters imagination and creativity, develops practical and perceptual skills and promotes intellectual and aesthetic development. Learning, through art and design, helps develop and reinforce skills and concepts acquisition in other subject areas.

This course is designed to present Art and Design as forms of perception which involve a higher level of knowledge and educational skills such as manipulation, co-ordination, correlation, and self-expression. Art and Design provides sensitivity, conceptual thinking, and power of observation,

analytical abilities and practical orientated attitudes. Through both the theoretical studies and the individual development of practical skills, this course should lead to a fuller understanding of the part played by Art and Design in the history of human development. In so doing this should widen cultural horizons and enrich the student teacher's values and personal resources.

AIM

The course is aimed at introducing student teachers to knowledge, skills and values through visual Arts. Student teachers will gain familiarity and develop understanding of life skills through Art and Design, since one of the key goals of integrating it with other subjects is to reinforce specific skills and content across the curriculum.

GENERAL OUTCOMES

1. Develop an understanding of life skills and values in Art and Design.
2. Equip students with knowledge and skills to plan and prepare to teach Art and Design.
3. Attain knowledge, skills, positive values, and understanding of design processes, drawing and painting.
4. Develop crafts skills using materials found in their local environment
5. Acquire knowledge, skills and values in Entrepreneurship
6. Develop educational skills such as manipulation, co-ordination, correlation, observation and self-expression.
7. Acquire knowledge, skills, values and understanding of their environment and the need for sustaining the utilization of natural resources
8. Master correct working habits such as concentration, perseverance and safety procedures

KEY COMPETENCIES

1. Demonstrate ability to select and record analytically from direct observation and personal experiences.
2. Demonstrate the ability to make critical judgments and show a developing appreciation and cultural awareness through personal ideas and image.
3. Develop teaching and learning materials for art and design.
4. Apply problem-solving skills, creatively and practically through designing, making and evaluating using real life context.

5. Demonstrate independence in concept and execution
6. Develop the acquisition of relevant working vocabulary.

TEACHING APPROACHES AND STRATEGIES

Lecturers and tutors who should facilitate the delivery of the content in this course will use strategies that focus on learner centeredness in order to ensure effective transfer of knowledge, skills and positive attitudes to student teachers. The suggested pedagogies would include the following:

- Practical
- Demonstration
- Inquiry/Research
- Application
- Field trip
- Experimentation
- Evaluation
- Exploration
- Project work.
- Cooperate learning

TIME ALLOCATION

2 hours of lectures per week

6 hours of practicals per week

1 hour of tutorials per week

ASSESSMENT

YEAR ONE

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| Continuous Assessment | 60% |
| 2 Written Assignments of equal weight | 20% |
| 2 Practicals of equal weight | 25% |
| 1 Tutorial Presentation | 5% |
| 2 Tests | 10% |

YEAR TWO

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| Continuous Assessment | 60% |
| 1 st Year mark | 5% |
| 2 Written Assignments of equal weight | 20% |
| 2 Practicals of equal weight | 25% |
| 1 Tutorial Presentation | 5% |
| 1 Test | 10% |

Final Examination

40%

40%

YEAR THREE

Continuous Assessment

60%

2nd Year mark

5%

2 Written Assignments of equal weight

20%

2 Practicals of equal weight

25%

1 Tutorial Presentation

5%

1 Test 5%

Final Examination 40%

STAFFING: 4 lecturers

JUNIOR SECONDARY SCHOOL ART AND DESIGN SYLLABUS FOR TEACHER EDUCATION

| TOPIC | SUB-TOPIC | OUTCOMES | SUGGESTED INSTRUCTIONAL PEDAGOGY |
|-------------------------|------------------------------|--|---|
| 1.1 INTRODUCTION TO ART | 1.1.1 History of Art | 1.1.1.1 Explain the term Art | <p>Discussion In groups, learners to discuss various tools and materials used by pre-historic people</p> <p>Experimentation Learners to make different media using natural materials found in their local environment.</p> <p>Demonstration Individually learners demonstrate understanding of Visual Arts(Fine Art , Crafts , Design)</p> |
| | 1.1.2 Types of Art | 1.1.1.2 Investigate prehistoric use of media 1.1.1.3 Distinguish the various types of Art | |
| | 1.1.3 Visual Arts | 1.1.1.4 Demonstrate an understanding of Visual Art | |
| | 1.2.1 Visual elements of Art | 1.2.1.1 Apply visual elements in practical activities | <p>Exploration : Learners to explore Various Elements of Art</p> <p>Individual Work Individual learners to create different types of drawings using art elements</p> |
| | 1.3.1 Basic shapes | 1.3.1.1 Identify different | Observation |

| TOPIC | SUB-TOPIC | OUTCOMES | SUGGESTED INSTRUCTIONAL PEDAGOGY |
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| | | 1.3.1.2 shapes Create different shapes | Learners observe different man-made and natural shapes Demonstration Learners |
| | 1.4.1 Art Principles | 1.4.1.1 Analyze art principles in different forms of art | Field trip Learners to visit Art Galleries, Museums, Visual Arts studios and different collectors and Art Patrons Demonstration Learners harmonize visual elements of Art and Art Principles |
| | 1.5.1 Types of shading | 1.5.1.1 Categorize textures 1.5.1.2 Develop various shading techniques 1.5.1.3 Apply the principles of tonal gradation | Observation Learners study different textures in the environment Discussion Learners in groups discuss various techniques of Shading Application Learners to apply tonal gradation |
| | 1.6.1 Perspective | 1.6.1.1 Classify rules of Perspective. | Observation Learners to observe objects from |

| TOPIC | SUB-TOPIC | OUTCOMES | SUGGESTED INSTRUCTIONAL PEDAGOGY |
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| | | | <p>different points of view (Bird's Eye View, Frog's Eye View and Normal Eye View)</p> <p>Discussion Learners in groups compare and contrast various points of views (One Point Perspective, Two Point Perspective and Three Point Perspective)</p> |
| 1.2 DRAWING | 1.2.1 Forms of Drawing | 1.2.1.1 Demonstrate the different forms of drawing | <p>Observation Learners observe ready –made art-works</p> <p>Illustration Individually learners illustrate drawing forms (Study, a sketch and complete work)</p> <p>Discussion Learners share experiences of weaknesses and strengths in the forms of drawing.</p> |

| TOPIC | SUB-TOPIC | OUTCOMES | SUGGESTED INSTRUCTIONAL PEDAGOGY |
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| | 1.2.2 Types of Drawings | 1.2.2.1 Identify types of Drawing. 1.2.2.2 Experiment on types of Drawing. | Work display Learners show different types of drawings (still life, observation, Imagination, Memory) |
| | 1.2.3 Drawing from still life | 1.2.3.1 Compose pictures from still-life | Demonstration Individually, learners to: <ul style="list-style-type: none"> • Demonstrate an understanding of Still-life drawing (skill of ordering objects) • Place the selected composition effectively within the frame of the paper to show an appreciation of scale • Depict the objects in proportion to one another • Use perspective appropriately • Depict mass or volume of objects • Handle media with confidence |
| | 1.2.4 Drawing from | 1.2.4.1 Create a picture from | Demonstration |

| TOPIC | SUB-TOPIC | OUTCOMES | SUGGESTED INSTRUCTIONAL PEDAGOGY |
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| | observation | observing a real life scene. | Individually, learners to: <ul style="list-style-type: none"> • Demonstrate an understanding of Observation drawing • Depict structures of objects (outlines/sketch) • Describe the surface qualities of objects (texture) • Depict the mass or volume of the object and its relationship to the space within and around it (proportion) • Use basic visual elements and art principles • Handle appropriate media with confidence |
| | 1.2.5 Figure drawing | 1.2.5.1 Depict parts of the human body on different surfaces | Demonstration Learners demonstrate an understanding of human body parts by depicting them using various media. |
| 1.3 PORTFOLIO | 1.3.1 Portfolio Development I | 1.3.1.1 Create a Portfolio | Demonstration Individual learners to show craftsmanship in portfolio making. |

| TOPIC | SUB-TOPIC | OUTCOMES | SUGGESTED INSTRUCTIONAL PEDAGOGY |
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| 1.4 COLOUR | <p>1.4.1 Categories of colour</p> <p>1.4.2 Colour Psychology</p> | <p>1.4.1.1 Classify colours</p> <p>1.4.1.2 Form Secondary Colours</p> <p>1.4.1.3 Obtain tertiary colours</p> <p>1.4.1.4 Construct a Colour-wheel</p> <p>1.4.1.5 Create colour values</p> <p>1.4.1.6 Experiment on monochromes</p> <p>1.4.2.1 Experiment on polychromes</p> <p>1.4.2.2 Identify complimentary Colours</p> <p>1.4.2.3 Demonstrate understanding of colour moods</p> | <p>Exploration Learners to:</p> <ul style="list-style-type: none"> • Identify Primary, Secondary and Tertiary colours in pairs and/or groups • Develop a colour wheel <p>Practice Learners to:</p> <ul style="list-style-type: none"> • Use colours in the correct form • Compose different pictures (draw pictures and colour or paint) • Create different tints and shades • Experiment on monochromes and polychromes • Interpret the use of colours appropriately in their community |
| 1.5 PORTFOLIO DEVELOPMENT | 1.5.1 Portfolio Development I | Apply different methods of portfolio design | <p>Application Learners to apply different methods to design their individual portfolios (square tube, album type,</p> |

| TOPIC | SUB-TOPIC | OUTCOMES | SUGGESTED INSTRUCTIONAL PEDAGOGY |
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| | | | envelope type) |
| 1.6 CRAFTS | 1.6.1 Types of Crafts | 1.6.1.1 Discuss Crafts 1.6.1.2 Categorize crafts 1.6.1.3 Demonstrate understanding of crafts techniques 1.6.1.4 Apply different types of techniques to weave 1.6.1.5 Exploit plaiting and knotting patterns as techniques 1.6.1.6 Demonstrate ability to create various items using media | Demonstration Learners to: <ul style="list-style-type: none"> • Differentiate decorative crafts from functional crafts • Apply different types of techniques to weave • Exploit plaiting and knotting patterns as techniques • Create a Three Dimensional artefact using different media |
| | 1.6.2 Picture making | 1.6.2.1 Compose pictures using Collage Technique 1.6.2.2 Compose pictures using Montage Technique 1.6.2.3 Compose pictures using Mosaic Technique 1.6.2.4 Work Safely with a range of materials, tools and equipment. | Adaptation Learners to individually: <ul style="list-style-type: none"> • Develop pictures using Collage Technique • Develop pictures using Montage Technique • Compose pictures using Mosaic Technique • Combine Collage, Montage and Mosaic Techniques |

| TOPIC | SUB-TOPIC | OUTCOMES | SUGGESTED INSTRUCTIONAL PEDAGOGY |
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| | | | (Mixed Media) to develop pictures. |
| 1.7 GRAPHIC DESIGN | 1.7.1 Graphic Art | 1.7.1.1 Design different styles of Letters Design posters depicting different themes 1.7.1.2 Design text and images | <p>PROBLEM SOLVING Learners to:</p> <ul style="list-style-type: none"> • Design different letter styles (Lower and Upper case) with precision to solve a problem. • Exhibit good Manipulative Skills in Designing 2-Dimensional Designs (Banners, Stamps) • Generate texts and illustrations manually to convey intended messages clearly. <p>Role play In small groups, learners to:</p> <ul style="list-style-type: none"> • Brainstorm on the purpose of posters and other graphic design products (e.g. stamps brochures, calendars, cards). • Make class presentations to show key elements in the design of posters |
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| TOPIC | | SUB-TOPIC | | OUTCOMES | SUGGESTED INSTRUCTIONAL PEDAGOGY | |
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| 1.8 | ENTREPRENEURSHIP | 1.8.1 | Entrepreneurship | 1.8.1.1 | Discuss Entrepreneurship | <p>Enquiry Learners to investigate potential business activities in small groups (with role play)</p> <p>Debate Learners to debate the motion on risk taking</p> <p>Application Learners to:</p> <ul style="list-style-type: none"> Utilize available resources in the environment to earn a living from the arts. Exhibit costing and marketing skills Demonstrate the economic use of available resources to ensure sustainability. |
| | | | | 1.8.1.2 | Explore feasible and viable business opportunities in the community | |
| | | | | 1.8.1.3 | Analyse business opportunities | |
| | | | | 1.8.1.4 | Debate risks in business | |
| | | | | 1.8.1.5 | Plan a possible course of action | |
| | | | | 1.8.1.6 | Demonstrate entrepreneurial skills | |
| 1.9 | PREPARATION FOR TEACHING | 1.9.1 | Preparation for Teaching and Learning | 1.9.4.1 | Prepare Teaching and Learning Resources | <p>Discussion Learners to discuss theories:</p> <ul style="list-style-type: none"> Mimetic Theory (Plato/Aristotle) Pragmatism Aestheticism |
| | | | | 1.9.2 | Professional documents (syllabus, schemes of work, lesson plan, records of work) | |

| TOPIC | SUB-TOPIC | OUTCOMES | SUGGESTED INSTRUCTIONAL PEDAGOGY |
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| | <p>1.9.3 Theories of learning art and design</p> <p>1.9.4 Teaching strategies, approaches and techniques in Art and Design</p> | <p>Design</p> <p>1.9.4.3 Create teaching documents</p> <p>1.9.4.4 Apply art and design approaches, strategies and techniques.</p> <p>1.9.4.5 Describe the theories of learning in relation to teaching art and design</p> <p>1.9.4.6 Explain various methods used in art and design</p> <p>1.9.4.7 Analyze the qualities of an effective teacher</p> <p>1.9.4.8 Explain the importance planning in teaching and learning</p> | <ul style="list-style-type: none"> • Expressivism • Formalist Theory |
| 1.10 MICRO- TEACHING | | 1.10.1.1 Teach small groups of pupils | |
| 1.11 PEER TEACHING | | 1.11.1.1 Teach peers | |
| 1.12 TEACHING PRACTICE | 1.12.1 Preparation for Teaching Practice | 1.12.1.1 Prepare in acceptable order the relevant | |

| TOPIC | SUB-TOPIC | OUTCOMES | SUGGESTED INSTRUCTIONAL PEDAGOGY |
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| | | professional documents for teaching and learning 1.12.1.2 Execute the professional documents | |
| SECOND YEAR | | | |
| 2.1 PERSPECTIVES IN ART AND DESIGN | 2.1.1 Linear Perspective: | 2.1.1.1 Describe different types of linear perspectives 2.1.1.2 Draw different points of linear perspective 2.1.1.3 Depict different linear perspectives in pictures | Demonstration Learners to demonstrate the ability to organize shapes in space using different vanishing points Discussion Learners in groups compare and contrast various points of views (One Point Perspective, Two Point Perspective and Three Point Perspective) |
| | 2.1.2 Imaginative Composition | 2.1.2.1 Demonstrate the ability to create different pictures from imagination. | Demonstration Individually learners to: <ul style="list-style-type: none"> • Compose different pictures from imagination • Communicate ideas and feelings in a personal way |

| TOPIC | SUB-TOPIC | OUTCOMES | SUGGESTED INSTRUCTIONAL PEDAGOGY |
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| | | | <p>(self-expression)</p> <ul style="list-style-type: none"> • Create visual and stimulating composition (appealing) • Use expressively the basic visual elements and art principles to create the visual image • Exploit ways to create volume, depth and space within the composition when the idea requires it • Handle appropriate media with confidence (style and technique) <p>Discussion Learners in groups talk about pictures made from various forms of drawing</p> <p>Projects Learners make projects basing on different forms of drawing</p> <p>Evaluation Learners appraise their finished projects.</p> |
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| TOPIC | SUB-TOPIC | OUTCOMES | SUGGESTED INSTRUCTIONAL PEDAGOGY |
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| | 2.1.3 Drawing from Memory | 2.1.3.1 Compose pictures from experiences | Interpretation Learners individually compose pictures from their experiences/visitations by effective use of art elements and principles |
| | 2.1.4 Figure drawing | 2.1.4.1 Demonstrate the skill of drawing human figures | Demonstration Learners demonstrate an understanding of figure drawing using various media |
| 2.2 COLOUR | 2.2.1 Characteristics of Colour | 2.2.1.1 Explain individual characteristics of colour 2.2.1.2 Experiment with individual characteristics of colour | Application Learners to apply: <ul style="list-style-type: none"> • Hue, value, Intensity, Colour schemes and foreign colours in their projects • Principles of colour (Colour harmony, contrast, emphasis, movement, space and unity) |
| | 2.2.2 Principles of Colour | 2.2.2.1 Discuss the principles of colour 2.2.2.2 Apply the principles of colour | |
| 2.3 PATTERN AND DESIGN | 2.3.1 Pattern- making | 2.2.3.1 Explain the terms print 2.2.3.2 Design a motif 2.2.3.3 Explain the term pattern | DEMONSTRATION Learners to demonstrate ability to design and print various patterns such as Geometrical, Alternating, Counter change, Wax/Resist and Boarder patterns. |

| TOPIC | SUB-TOPIC | OUTCOMES | SUGGESTED INSTRUCTIONAL PEDAGOGY |
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| | 2.3.2 Printing | 2.2.3.4 Explain various printing techniques 2.3.2.1 Experiment on various patterns 2.3.2.2 Categorize patterns 2.3.2.3 Demonstrate various types of pattern | Application Learners apply skills in decorating surfaces using Block, Linoleum, Stencil, Wax/Resist, Tie and Dye and Batik printing techniques |
| 2.4 CRAFTS | 2.4.1 Modeling (clay/Paper-mash) | 2.4.1.1 Classify clay 2.4.1.2 Discuss various sources of Clay 2.4.1.3 Outline characteristics of clay 2.4.1.4 Model various items using different media | Demonstration Learners to: <ul style="list-style-type: none"> • Demonstrate the ability to select and control materials, processes and techniques in an informed and disciplined way. • Perform manipulative skills using various media to make figurines, animals, birds, hats, masks, plates and cups. EXPERIMENTATION Learners to experiment with different modeling and moulding techniques. |
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| TOPIC | SUB-TOPIC | OUTCOMES | SUGGESTED INSTRUCTIONAL PEDAGOGY |
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| | 2.4.2 Construction | 2.4.2.1 Construct various artefacts using different media 2.4.2.2 Assemble different materials to create artefacts | CONSTRUCTION Learners to perform the skills of constructing/assembling artefacts using various media (dolls, soft toys, toy cars and puppets). |

| TOPIC | SUB-TOPIC | OUTCOMES | SUGGESTED INSTRUCTIONAL PEDAGOGY |
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| | <p>2.4.3 Carving</p> | <p>2.4.3.1 Select suitable materials for carving</p> <p>2.4.3.2 Carve items for various purposes</p> <p>2.4.3.3 Explore locally available materials</p> <p>2.4.3.4 Work safely with various materials</p> | <p>DEMONSTRATION Learners to:</p> <ul style="list-style-type: none"> • Demonstrate an ability to solve problems of related mass and space and show a broad understanding of form. • Express an understanding of the possibilities and limitation of chosen technique and media • Demonstrate a reasonable skill in handling the relevant media in relation to the crafts [wood, stone, soap, wax, plaster of Paris]. |

| TOPIC | SUB-TOPIC | OUTCOMES | SUGGESTED INSTRUCTIONAL PEDAGOGY |
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| | | | <p>Application Learners to:</p> <ul style="list-style-type: none"> • Apply essential qualities such as form, shape, line, volume, pattern, texture, decoration, tone or colour as it applies to functional and decorative items • Apply processes such as subtractive and additive appropriate for their manipulation and transformation • Demonstrate economic use of resources/ materials in their immediate local environment <p>Evaluation Learners to:</p> <ul style="list-style-type: none"> • Evaluate artworks at various stages • Critique objectively each other's work and offer suggestions, or opinions. |

| TOPIC | SUB-TOPIC | OUTCOMES | SUGGESTED INSTRUCTIONAL PEDAGOGY |
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| 2.5 GRAPHIC DESIGN | 2.5.1 Two dimensional designs | 2.5.1.1 Outline the main categories of two dimensional designs. 2.5.1.2 Analyse a design layout apply a design process 2.5.1.3 Demonstrate the ability to evaluate a product 2.5.1.4 Determine the essential elements in two dimensional designs | Demonstration Learners to demonstrate an understanding of the two dimensional design process (posters, banners, post cards calendars, products labels, flyers brochures) Application Learners to generate texts and illustrations to convey intended messages clearly using Computer Aided Design (CAD). |
| 2.6 PLANNING AND PREPARATION FOR TEACHING | 2.6.1 Preparation for Teaching and Learning 2.6.2 Methods of teaching art and design 2.6.3 Principles and theories of art and design 2.6.4 Peer teaching 2.6.5 Micro teaching | 2.6.1.1 Prepare Teaching and Learning Materials 2.6.1.2 Apply appropriate art and design teaching methods. 2.6.1.3 Demonstrate understanding of principles of art and design 2.6.1.4 Teach peers 2.6.1.5 Teach small groups of pupils | |

| TOPIC | SUB-TOPIC | OUTCOMES | SUGGESTED INSTRUCTIONAL PEDAGOGY |
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| 2.7 Portfolio Development I | 2.7.1 Portfolio Development I | | |
| 2.8 Teaching Practice II | 2.8.1 Preparation for Teaching Practice | 2.8.1.1 Prepare the relevant professional documents for teaching and learning 2.8.1.2 Execute the professional documents | |

| TOPIC | SUB-TOPIC | OUTCOMES | SUGGESTED INSTRUCTIONAL PEDAGOGY |
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| | | | |
| THIRD YEAR | | | |

| TOPIC | SUB-TOPIC | OUTCOMES | SUGGESTED INSTRUCTIONAL PEDAGOGY |
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| <p>3.1 PERSPECTIVES IN ART AND DESIGN</p> | <p>3.1.1 Aerial Perspective</p> | <p>3.1.1.1 Discuss different forms of perspective</p> <p>3.1.1.2 Apply various techniques of aerial perspective</p> <p>3.1.1.3 Conduct studies on given themes</p> <p>3.1.1.4 Create original compositions from imagination.</p> | <p>Demonstration Learners to demonstrate foreshortening, scale and proportion and overlapping in the use of tone and colour to depict the atmosphere</p> <p>Debate Learners to argue “orthography versus perspective”</p> <p>Interpretation Learners to:</p> <ul style="list-style-type: none"> • Conduct different studies of the chosen themes • Prepare compositions • Create a composition in colour that has personal and original interpretation of the chosen theme. <p>Application Learners to handle appropriate media with confidence (style and technique)</p> <p>Discussion Learners in groups talk about pictures made from various forms of drawing</p> <p>Projects</p> |

| TOPIC | SUB-TOPIC | OUTCOMES | SUGGESTED INSTRUCTIONAL PEDAGOGY |
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| | 3.1.2 Drawing from Memory | 3.1.2.1 Compose pictures from experiences | <p>Interpretation Learners individually compose pictures from their experiences/visitations by effective use of art elements and principles</p> |
| | 3.1.3 Figure drawing | 3.1.3.1 Demonstrate the skill of drawing human figures | <p>Demonstration Learners demonstrate an understanding of figure drawing using various media</p> |
| | 3.1.4 Crafts based projects | 3.1.4.1 Carve items for various purposes 3.1.4.2 Apply the finishing techniques in crafts 3.1.4.3 Compare and contrast carved items 3.1.4.4 Work safely with various materials | <p>Demonstration Learners to demonstrate:</p> <ul style="list-style-type: none"> • A reasonable skill in handling the relevant media in relation to the crafts [wood, stone, soap, wax, plaster of Paris] • Inventiveness and creative thinking in craft work • An understanding of the role of sculpture in society as a personal response to form <p>Application Learners to :</p> <ul style="list-style-type: none"> • Demonstrate economic use of resources/ materials in |

| TOPIC | SUB-TOPIC | OUTCOMES | SUGGESTED INSTRUCTIONAL PEDAGOGY |
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| | | | <p>their immediate local environment</p> <ul style="list-style-type: none"> • Apply effective craftsmanship in various media. <p>Evaluation Learners to evaluate finished products using different materials.(wood, stone, soap, wax, plaster of Paris)</p> |
| | <p>3.1.5 Portfolio Development III</p> | <p>3.1.5.1 Create a Portfolio</p> | <p>Demonstration Individual learners to show craftsmanship in portfolio making (envelope type, square tube, box type, album type).</p> |
| <p>3.2 TEACHING PRACTICE II</p> | <p>3.2.1 Preparation for Teaching Practice</p> | <p>3.2.1.1 Demonstrate necessary knowledge and skills in preparation for teaching</p> <p>3.2.1.2 Teach small groups of pupils</p> <p>3.2.1.3 Implement the professional documents competently</p> | |

ART AND DESIGN TEACHER EDUCATION SCOPE AND SEQUENCE CHART

| TOPIC | YEAR 1 | YEAR 2 | YEAR 3 |
|----------------------------|--|--------|--------|
| INTRODUCTION TO ART | <p>History of Art</p> <ul style="list-style-type: none"> • Pre-historic Art • Media Improvisation <p>Types of Art</p> <ul style="list-style-type: none"> • Performing Art • Literal Art • Visual Art • Culinary Art <p>Visual Arts</p> <ul style="list-style-type: none"> • Fine Art • Crafts • Design | | |
| | <p>Visual elements of Art</p> <ul style="list-style-type: none"> • Line • Shape • Space • Form • Value • Texture • Colour | | |

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| | Basic shapes <ul style="list-style-type: none"> • Cuboid • Pyramid • Cone • Rectangular box | | |
| | Art Principles <ul style="list-style-type: none"> • Balance • Proportion • Variety • Unity/Harmony • Movement/rhythm • Emphasis | | |
| | Types of shading <ul style="list-style-type: none"> • Hatching • Cross hatching • Smudging • Pointillism/Dotism • Drapery | | |
| PERSPECTIVES IN ART AND DESIGN | Perspective | Linear Perspective: <ul style="list-style-type: none"> • One Point Perspective • Two Point Perspective • Three Point Perspective | Aerial Perspective <ul style="list-style-type: none"> • Fore-shortening • Scale and Proportion • Overlapping |

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| DRAWING | Forms of Drawing <ul style="list-style-type: none"> • Study • Sketch • Complete work | | |
| | Types of Drawings | | |
| | Drawing from still life <ul style="list-style-type: none"> • Household objects • Still objects | Imaginative Composition Drawing imaginative compositions based on different themes | Imaginative composition Drawing and painting from imaginative compositions based on given themes |
| | Drawing from observation <ul style="list-style-type: none"> • Bones • Trees • Fruits | Drawing from Memory Compose pictures from experiences | Drawing and painting from Memory Compose pictures from experiences |
| | Figure drawing (Human body parts) | Figure drawing Demonstrate the skill of drawing human figures | Figure Drawing Demonstrate the skill of drawing and painting human figures |

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| <p>COLOUR</p> | <p>Categories of colour</p> <ul style="list-style-type: none"> • Primary • Secondary • Tertiary <p>Colour Psychology (Colour and emotions/moods)</p> | <p>Characteristics of Colour (Hue, value, Intensity, Colour schemes and foreign colours)</p> <p>Principles of Colour (Colour harmony, contrast, emphasis, movement, space and unity)</p> | |
| <p>PORTFOLIO DEVELOPMENT</p> | <p>Portfolio Development I Collection and storage of art works</p> | <p>Portfolio Development II Collection and storage of art works</p> | <p>Portfolio Development III Collection and storage of art works</p> |
| <p>PATTERN-MAKING</p> | | <p>Pattern- making (Geometrical, Alternating, Counter change, Wax/Resist and Boarder patterns)</p> <p>Printing (Block, Linoleum, Stencil, Wax/Resist, Tie and Dye and Batik printing techniques)</p> | |

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|----------------------------------|---|---|--|
| <p>CRAFTS</p> | <p>Types of Crafts</p> <ul style="list-style-type: none"> • Weaving • Plaiting • Knotting | <p>Modeling (clay/paper-mash) Figurines, animals, birds, masks, plates, cups</p> <p>Construction/Assemblage (dolls, soft toys toy cars, puppets, mobiles, sculptures, houses)</p> <p>Carving Carve different items from wood, stone, soap, wax, plaster of Paris</p> | <p>Crafts based project (Fruits, houses, bowls, boats, figurines)</p> <p>Casting Clay, Plaster</p> <p>Carving Wood carving, stone carving</p> |
| | <p>1.6.3 Picture making</p> <ul style="list-style-type: none"> • Frieze • Collage • Montage | | |
| <p>1.1 GRAPHIC DESIGN</p> | <p>1.1.1 Graphic Art</p> <ul style="list-style-type: none"> • Lettering • Posters • Brochures • Emblems/logos • Fliers | <p>Two dimensional designs</p> <p>(Posters, banners, post cards calendars, products labels, flyers brochures)</p> | <p>9.4.3. Computer Aided Design</p> |

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| 8.6 ENTREPRENEURSHIP | ENTREPRENEURSHIP <ul style="list-style-type: none"> • Exhibiting • Costing • Marketing | | |
| 1.2 PREPARATION FOR TEACHING | 1.2.1 Preparation for Teaching and Learning | Preparation for Teaching and Learning | |
| 1.3 MICRO- TEACHING | | | |
| 1.4 PEER TEACHING | | | |
| 1.5 TEACHING PRACTICE | Teaching Practice I | Teaching Practice II | |
| PORTFOLIO DEVELOPMENT | Portfolio Development I | Portfolio Development II | Portfolio Development III |

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