



Republic of Zambia

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

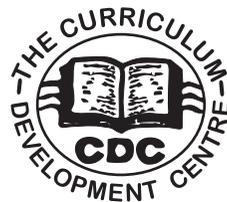
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# ART AND DESIGN SYLLABUS

## 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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## TABLE OF CONTENTS

Preface.....	vii
Acknowledgement .....	viii
Introduction.....	viii
Methodology .....	ix
Time Allocation .....	ix
Assessment .....	x
Rationale .....	x
General Outcomes and Key Competences .....	1
<b>GRADE 10</b> .....	1
10.1 History of Zambian Art .....	2
10.2. Design on Paper .....	4
10.3. Crafts .....	5
10.4 Drawing or Painting From Observation .....	7
10.5. Still Life.....	8
10.6. Drawing and Painting From A Living Person .....	9
10.7. Imaginative Composition In Colour.....	9

<b>GRADE 11</b> .....	11
11.1. Design on Paper .....	12
11.2 African Art History .....	13
11.3 Crafts .....	14
11.4. Drawing and Painting From Observation .....	16
11.5 Drawing and Painting From A Living Person .....	16
11.6 Still Life Drawing .....	16
11.7. Composition in Colour .....	17
<b>GRADE 12</b> .....	19
12.1. World Art History .....	20
12.2 Design on Paper .....	21
12.3. Crafts .....	22
12.4 Drawing and Painting From Observation .....	24
12.6. Still Life.....	24
12.7. Composition In Colour.....	25
12.8 Entrepreneurship .....	26
<b>APPENDIX 1: SCOPE AND SEQUENCE CHART</b> .....	27

## **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 analyse 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.



ChishimbaNkossa

**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 for rendering financial and technical support in the production of this syllabus.



C.N.M Sakala (Mrs)

**Director-Standard and Curriculum**

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

## **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

Considering that the syllabus for art and design does emphasise teaching in a practical way. It is hoped that this will form a sound foundation for learners to be grounded in doing art and design with hands on experience as well as build confidence in teachers in the way they conduct craft works.

Continuous assessment will be emphasised by using various methods of testing according to topics and themes at various levels. The Examinations Council of Zambia (ECZ) will prepare detailed procedures on how continuous assessment will be conducted by the teachers. ECZ will also develop examination syllabus to provide teachers with guidelines on the Outcomes to be tested. The scheme of assessment will consists of school based assessment and final examination that will be conducted by the Examinations Council of Zambia.

## 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 craft.
- Acquire knowledge, skills, values and understanding of their environment and need for sustaining the utilization of natural resources.

## GRADE 10

### GENERAL OUTCOMES AND KEY COMPETENCES

<b>General Outcomes:</b>	<b>Key competences</b>
<ul style="list-style-type: none"><li>• Acquire knowledge and appreciation of crafts of the Zambian society</li><li>• Acquire knowledge of Art and Design through the use of elements and principles of design.</li><li>• gain practical experience in designing</li><li>• Design and make artifacts in accordance to the given theme.</li><li>• Acquire skills and knowledge in drawing/ painting and use of Art materials</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate ability to select and record analytically from direct observation and personal experiences.</li><li>• Exhibit an individual, sensitive and creative response to a stimulus, to develop an idea, theme or subject</li></ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>10.1 HISTORY OF ZAMBIAN ART</b>	<b>10.1.1.Crafts</b>	10.1.1.1 Identify the tools and materials used for weaving.	<ul style="list-style-type: none"> <li>Traditional crafts: basketry, mat making, fish traps, animal nets/traps</li> </ul>	<ul style="list-style-type: none"> <li><b>Identification</b> of tools and materials</li> </ul>	<ul style="list-style-type: none"> <li><b>Appreciation</b> of various crafts</li> </ul>
	<b>10.1.2 Prominent Zambian Visual Artists</b>	10.1.2.1 State the techniques of Art styles of prominent Zambian Visual Artist.	<ul style="list-style-type: none"> <li>Prominent Zambian Visual Artists: Henry Tayali, Akwila Simpasa, Godfrey Setti, Shadreck Simukanga</li> </ul>	<ul style="list-style-type: none"> <li><b>Comparing and contrasting</b> of artworks</li> </ul>	<ul style="list-style-type: none"> <li><b>Appreciation</b> of Art styles</li> </ul>
		10.1.2.2 Describe the works of prominent Zambian Visual			
		10.1.2.3 Compare and contrast works of Zambian Visual Artist.			
	<b>10.1.3 Traditional decorations</b>	10.1.3.1 Apply different traditional decorations in practical activities.	<ul style="list-style-type: none"> <li>Traditional Decorations wall decorations, bead work, rattles, creative needle work</li> </ul>	<ul style="list-style-type: none"> <li><b>Application</b> of traditional decorations.</li> </ul>	<ul style="list-style-type: none"> <li><b>Appreciation</b> of decorations</li> </ul>
<b>10.1.4 Traditional bodily/ ornaments features of identity</b>	10.1.4.1 Identify traditional bodily/ornamental features of identity among different ethnic groups in Zambia	<ul style="list-style-type: none"> <li>Tattoos, Traditional ornaments, Traditional attire</li> </ul>	<ul style="list-style-type: none"> <li><b>Identification</b> of traditional bodily and ornamentals features of identity</li> </ul>	<ul style="list-style-type: none"> <li><b>Appreciation</b> of culture and a sense of citizenship</li> </ul>	

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	<b>10.1.5 Sculpture</b>	10.1.5.1 Identify tools and materials used for sculpture.	<ul style="list-style-type: none"> <li>• <b>Types of sculpture:</b> stone, wood, terracotta (fired clay), horns</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identification</b> of tools and materials</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Appreciation</b> of hand tools and materials</li> </ul>
		10.1.5.2 State the uses of types of sculpture from different parts			
		10.1.5.3 State the uses of types of sculpture from different parts of Zambia			
	<b>10.1.7. Pottery</b>	10.1.7.1 Outline the process of clay preparation for traditional pottery.	<ul style="list-style-type: none"> <li>• <b>Traditional pottery:</b> preparation of clay, glazing, firing/kilns, uses of pottery</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Application</b> of techniques of traditional pottery</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Appreciation</b> of knowledge in traditional pottery</li> </ul>
		10.1.7.2 Describe techniques of traditional pottery from different parts of Zambia.			
		10.1.7.3 Describe kilns used for traditional pottery			

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>10.2. DESIGN ON PAPER</b>	<b>10.2.1. Elements of Design</b>	10.2.1.1 State elements of design	<ul style="list-style-type: none"> <li>• <b>Elements of design:</b> dot, line, shape, colour, texture, space, mass volume, tone, pattern</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Application</i> of elements design</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appreciation</i> of composition or layout through arrangement of elements of design</li> </ul>
		10.2.1.2 Use elements of design			
	<b>10.2.2 Principles of Design</b>	10.2.2.1 State principles of design	<ul style="list-style-type: none"> <li>• <b>Principles of design</b> <ul style="list-style-type: none"> <li>- arrangement</li> <li>- balance</li> <li>- variety</li> <li>- emphasis</li> <li>- perspective</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Application</i> of principles</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appreciation</i> of the principles of design</li> </ul>
		10.2.2.2 Use principles of design			
	<b>10.2.3 Symbols</b>	10.2.3.1 Design a logo on a given theme.	<ul style="list-style-type: none"> <li>• <b>Logo:</b> Company identity</li> <li>• <b>Emblem:</b> School badge Football team Badges</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Designing</i> of symbols</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appreciation</i> of symbols</li> <li>• <i>Design</i> qualities in symbols</li> </ul>
		10.2.3.2 Design an emblem on a given theme.			
<b>10.2.4 Cards</b>	10.2.4.1 Design cards for various occasions according to the given theme.	<ul style="list-style-type: none"> <li>• <b>Cards:</b> Birthday cards, Valentine cards, Christmas cards</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Designing</i> of cards</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Creativity</i> in card designing</li> </ul>	
<b>10.2.5 Posters</b>	10.2.5.1 Design posters based on any given theme	<ul style="list-style-type: none"> <li>• advertise products</li> <li>• future events</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Designing</i> of posters.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appreciation</i> of ideas and images.</li> </ul>	

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	<b>10.2.6. Lettering</b>	10.2.6.1 Design different typefaces	<ul style="list-style-type: none"> <li>• <b>Lettering</b> development of lettering, lower case, upper case, point size, style of letters, calligraphy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Creative</b> lettering</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Appreciation</b> of calligraphy</li> </ul>
	<b>10.2.7 Print making</b>	10.2.7.1 Describe techniques used in printing.	<ul style="list-style-type: none"> <li>• <b>Motif:</b> plate or stencil printing, fabric designing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Printing</b> using different techniques</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Appreciation</b> of combination of techniques.</li> </ul>
		10.2.7.2 Design prints print making.			
10.2.7.3 Demonstrate designing and printing skills					
<b>10.3. CRAFTS</b>	<b>10.3.1. Picture making</b>	10.3.1.1 Compose different pictures.	<ul style="list-style-type: none"> <li>• collage montage</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Composition</b> of pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Personal qualities</b> in picture making</li> <li>• Aesthetic qualities</li> </ul>
	<b>10.3.2. Papier Mache'</b>	10.3.2.1 Prepare paper pulp	<ul style="list-style-type: none"> <li>• Papier machè: mixing paper pulp, puppets Mask</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mixing</b> of paper pulp</li> <li>• Recycling of waste materials</li> </ul>	<ul style="list-style-type: none"> <li>• Individual <b>responsibility</b>.</li> <li>• <b>Technical control</b> in papiermache' activities</li> </ul>
	<b>10.3.3. Jewellery</b>	10.3.3.1 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 beadwork</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Designing</b> of jewellery</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Appreciation</b> of different beadwork</li> <li>• <b>Personal qualities</b> in bead work</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	<b>10.3.4 Stitchery</b>	10.34.1 Identify materials and tools used for stitchery	<ul style="list-style-type: none"> <li>• <b>Needle work</b> Stitchery</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identification</b> of materials and tools</li> <li>• <b>Application</b> of techniques</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Appreciation</b> of stitchery</li> <li>• Creativity in needle work.</li> </ul>
		10.3.4.2 Apply techniques of stitchery			
	<b>10.3.5 Toy making</b>	10.35.1 Design and make various types of toys	<ul style="list-style-type: none"> <li>• <b>Toy making</b> - puppets /muppets - marionettes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Designing</b> of toys</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Appreciation</b> of the importance of toys.</li> </ul>
	<b>10.3.6 Fabric work</b>	10.3.6.1 Design motifs for fabric Printing	<ul style="list-style-type: none"> <li>• Motif: fabric printing - batik</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Designing</b> and <b>printing</b> of motifs- <b>Application</b> of different techniques</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Craftsmanship</b> in fabric printing</li> </ul>
		10.3.6.2 Apply different techniques for fabric printing			
	<b>10.3.7 Sculpture</b>	10.3.7.1 Design sculpture using different materials	<ul style="list-style-type: none"> <li>• <b>Types of sculpture:</b> wood, metal, plaster of Paris, cement</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Application</b> of design process</li> <li>• <b>Construction</b> of sculptures</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Perseverance</b> in casting, carving, and constructing.</li> </ul>
		10.3.7.2 Construct various sculpture forms.			

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	<b>10.3.8 Traditional Methods Of Modeling</b>	10.3.8.1. Demonstrate an understanding of traditional methods of modeling	<ul style="list-style-type: none"> <li>• <b>Methods:</b> pinch, coil, slab, bisque firing, decorative firing, glazing</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Application</i> of different modeling techniques</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Craftsmanship</i> in modeling</li> </ul>
		10.3.8.2 Use different traditional methods of modeling			
10.3.8.3 Apply different firing techniques					
	<b>10.3.9.Masks (PapierMache)</b>	10.3.9.1 Design masks from different parts of Zambia 10.3.9.2 Make masks from different parts of Zambia	<ul style="list-style-type: none"> <li>• <b>Masks:</b> Making masks using papiermache</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Designing</i> of different mask</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appreciation</i> of culture and a sense of citizenship</li> </ul>
<b>10.4 DRAWING OR PAINTING FROM OBSERVATION</b>	<b>10.4.1. Natural Objects</b>	10.4.1.1 Compose pictures to depict various natural motifs	<ul style="list-style-type: none"> <li>• <b>Drawing and painting</b> of Natural motifs: leaf, bark, branch, twig, bone, foliage, stone, tree trunk</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Analysis</i> of natural objects</li> <li>• <i>Composition</i> of pictures using different motifs.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appreciation</i> of natural objects.</li> <li>• <i>Aesthetic qualities</i> in painting</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	<b>10.4.2. Man-Made Objects</b>	10.4.2.1 Compose pictures to depict various man-made objects	<ul style="list-style-type: none"> <li>Drawing and painting of man- made motifs:shoes:bottles,boxes, tins</li> </ul>	<ul style="list-style-type: none"> <li><i>Analysis</i> of artificial motifs</li> <li><i>Composition</i> of pictures using different motifs</li> </ul>	<ul style="list-style-type: none"> <li><i>Appreciation</i> of artificial objects</li> <li><i>Confidence</i>, initiative and a sense of achievement.</li> </ul>
	<b>10.4.3. Rural/Urban settings</b>	10.4.3.1 Compose pictures to depict a given type of rural or urban setting	<ul style="list-style-type: none"> <li>Drawing and painting of urban setting.(Corridor/ passageInside a room, Rural setting, Part of kraal, Part of a well)</li> </ul>	<ul style="list-style-type: none"> <li><i>Composition</i> of pictures using different media</li> </ul>	<ul style="list-style-type: none"> <li><i>Independence</i> in concept and execution</li> </ul>
<b>10.5. STILL LIFE</b>	<b>10.5.1. Natural objects</b>	10.5.1.1 Compose pictures to depict Naturalobjects	<ul style="list-style-type: none"> <li>Drawing and painting of natural objects: fruits, plank, log</li> </ul>	<ul style="list-style-type: none"> <li><i>Compositions</i> of picture</li> </ul>	<ul style="list-style-type: none"> <li><i>Creativeness</i> in depicting natural objects</li> <li><i>Appreciation</i> of nature.</li> </ul>
	<b>10.5.2. Man-made objects</b>	10.5.2 .1 Compose to depict man made objects	<ul style="list-style-type: none"> <li>Drawing and painting of man-made objects: <ul style="list-style-type: none"> <li>- parts of simple Machines various types</li> <li>of bottles various types</li> <li>of clothing drapery</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><i>Composition</i> of pictures</li> </ul>	<ul style="list-style-type: none"> <li><i>Craftsmanship</i> in a piece of artwork</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	<b>10.5.3. Traditional objects</b>	10.5.3.1 Identify various traditional objects from different parts of Zambia	<ul style="list-style-type: none"> <li>• Drawing and painting traditional objects:               <ul style="list-style-type: none"> <li>- baskets, traditional Stools, gourds, wooden Plates, walking sticks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identification</i> of traditional objects.</li> <li>• <i>Composition</i> of pictures using different objects</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appreciation</i> and culture awareness of artifacts</li> </ul>
10.5.2 Compose pictures to depict traditional objects					
<b>10.6. DRAWING AND PAINTING FROM A LIVING PERSON</b>	<b>10.6.1. Figure drawing</b>	10.6.1.1 Compose pictures to depict various parts of the human body	<ul style="list-style-type: none"> <li>• Drawing and painting parts of the body: hand ,arm, foot, eye, nose ,mouth</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Composition</i> of pictures using different media</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appreciation</i> of Structure and proportions</li> </ul>
<b>10.7. IMAGINATIVE COMPOSITION IN COLOUR</b>	<b>10.7.1. Imaginative composition</b>	10.7.1.1 Compose pictures to depict pictures on stories read. 10.7.1.2 Compose pictures to depict pictures on stories narrated.	<ul style="list-style-type: none"> <li>• Compositions based on: stories narrated, stories read, 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>• <i>Composition</i> in colour</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Interpretation</i> of the themes or subjects</li> <li>• Personal qualities in imaginative composition</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		10.7.1.3 Compose pictures to depict pictures on text given	<ul style="list-style-type: none"> <li>• Compositions based on: stories narrated, stories read, 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>• <b>Composition</b> in colour</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpretation</b> of the themes or subjects</li> <li>• Personal qualities in imaginative composition</li> </ul>
	10.7.1.4 Compose picture based on stylized pictures on various themes.				
	10.7.1.5 Compose pictures to depict pictures based on abstract themes				
	10.7.1.6 Compose pictures based on cross-cutting issues				

## GRADE 11

### GENERAL OUTCOMES AND KEY COMPETENCES

<b>General Outcomes:</b>	<b>Key competences</b>
<ul style="list-style-type: none"><li>• Acquire knowledge and understanding of a design process.</li><li>• Apply the design process in art activities</li><li>• Acquire knowledge and understanding of African Art history and appreciation of their culture</li><li>• Acquire knowledge and skills in crafts.</li><li>• Acquire knowledge and skills in drawing/painting and the use of Art materials</li></ul>	<ul style="list-style-type: none"><li>• Apply problem-solving skills, creatively and practically through designing, making and evaluating using real life context.</li><li>• Demonstrate the ability to make critical judgments and show a developing appreciation and cultural awareness through personal ideas and images</li></ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>11.1. DESIGN ON PAPER</b>	<b>11.1.1 Symbols</b>	11.1.1.1 Design a logo on a given theme	<ul style="list-style-type: none"> <li>• <b>Logo:</b> company identity, associations, organizations,</li> <li>• <b>Emblem:</b> universities, colleges, schools</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Designing</b> of symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Appreciation</b> of symbols</li> <li>• <b>Design</b> qualities</li> </ul>
		11.1.1.2 Design an emblem on a given theme			
	<b>11.1.2 Cards</b>	11.1.2.1 Design cards for various occasions	<ul style="list-style-type: none"> <li>• Post cards: Christmas cards, Valentine cards, Anniversary cards, Birthday cards</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Designing</b> of occasional cards</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Aesthetic</b> qualities</li> <li>• <b>Craftsmanship</b> in card designing</li> </ul>
	<b>11.1.3 Posters</b>	11.1.3.1. Design posters based on given themes.	<ul style="list-style-type: none"> <li>• Themes: substance abuse, child labour, gender violence, Advertisement, ,Money laundering</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Poster designing</b></li> <li>• <b>Visual</b> communication</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Independence</b> in concept and execution.</li> <li>• <b>Aesthetic</b> qualities</li> </ul>
	<b>11.1.4 Lettering</b>	11.1.4.1. Describe types of lettering	<ul style="list-style-type: none"> <li>• calligraphy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Creative</b> lettering</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Craftsmanship</b> in lettering</li> </ul>
		11.1.4.2 Design different type faces			
<b>11.1.5 Print making</b>	11.1.5.1 Design motifs for block print making	<ul style="list-style-type: none"> <li>• Block printing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Designing</b> and print making</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Craftsmanship</b> in block print making</li> </ul>	

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>11.2 AFRICAN ART HISTORY</b>	<b>11.2.1. Types of African Art</b>	11.2.1.1 Demonstrate an understanding of various Art styles from different regions of Africa	<ul style="list-style-type: none"> <li>• <b>Sculpture:</b> stone, wood ,clay (terracotta), metal, bronze, gold, copper</li> <li>• <b>Crafts:</b> bangles, ingots</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Analysis</i> of art styles</li> <li>• <i>Comparing</i> and contrasting the art styles</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Cultural awareness</i> and <i>appreciation</i> of African Art</li> </ul>
		11.2.1.2. Mention main types of African Art.			
	<b>11.2.2 Traditional African Sculpture</b>	11.2.2.1 Outline the techniques used for different types of sculpture	<ul style="list-style-type: none"> <li>• <b>Study areas:</b> West Africa(Metal, stone and wood sculpture), Central Southern (Africa Stone and Wood Sculpture), North Africa (Metal and Stone Sculpture)</li> <li>• The functions of African sculpture</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Application</i> of techniques in sculpture</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Cultural awareness</i></li> <li>• and appreciation of sculpture</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>11.3 CRAFTS</b>	<b>11.3.1. Picture Making</b>	11.3.1.1 Compose pictures using different materials	<ul style="list-style-type: none"> <li>• <b>Picture making</b>: mosaic, frieze</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Composition</b> of pictures</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Resourcefulness</b> in real life situation</li> </ul>
	<b>11.3.2. Papier Mache</b>	11.3.2.1 Make different items	<ul style="list-style-type: none"> <li>• <b>Papier Machè</b>: puppets, toys</li> <li>• Animal shapes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Manipulation</b> and recycling of waste paper</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Craftsmanship in</b> papier mache</li> </ul>
	<b>11.3.3. Jewellery</b>	11.3.3.1 Design and make various types of jewelry	<ul style="list-style-type: none"> <li>• <b>Bone Jewellery</b> (beads, bangles, bracelets),</li> <li>• <b>Metal Jewellery</b> (can, tins, bottles, tops)</li> <li>• <b>Paper Jewellery</b> ( beads ...)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Designing</b> of jewellery using various materials</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Appreciation</b> of jewellery</li> <li>• <b>Personal qualities</b></li> </ul>
	<b>11.3.4. Weaving</b>	11.3.4.1 Identify weaving materials 11.3.4.2 Weave using looms	<ul style="list-style-type: none"> <li>• <b>Weaving</b>: warp, wefts, simple frame loom, macrame</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weaving</b> techniques</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Craftsmanship</b> in weaving</li> <li>• <b>Aesthetic qualities</b> in weaving</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	<b>11.3.5. Fabric Printing</b>	11.3.5.1 Design motifs for fabric Printing.	<ul style="list-style-type: none"> <li>• Printing: - motif</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Motif designing</i> and, fabric printing</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Craftsmanship</i> in printing</li> </ul>
	<b>11.3.6. Sculpture</b>	11.3.6.1 Design different sculptures 11.3.6.2 Construct/assemble sculptures	<ul style="list-style-type: none"> <li>• <b>Types of sculptures:</b> stone, metal, plaster of Paris ,cement, fiber glass</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Designing</i> and <i>constructing</i> of sculpture</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Perseverance</i> in sculpture making</li> </ul>
	<b>11.3.7 Ceramics</b>	11.3.7.1 Describe techniques of using the potter’s wheel 11.3.7.2 Mixing of glazes 11.3.7.3 Apply the process of firing.	<ul style="list-style-type: none"> <li>• <b>The potter’s wheel</b> kneading, wedging and throwing, decorations, glazes, firing, kilns</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Application</i> of techniques.</li> <li>• <i>Mixing</i> of glazes.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appreciation</i> of the potters wheel</li> <li>• <i>Personal qualities</i></li> </ul>
	<b>11.3.8 Masks</b>	11.3.8.1 Carve masks from different parts of Zambia	<ul style="list-style-type: none"> <li>• Carving Wood masks</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Carving</i> of masks</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Craftsmanship</i> in wood work</li> </ul>
	<b>11.3.9. Mobiles and stables</b>	11.3.9.1 Make mobiles/stables	<ul style="list-style-type: none"> <li>• Making of mobiles and stable.</li> </ul>	<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>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>11.4. DRAWING AND PAINTING FROM OBSERVATION</b>	<b>11.4.1 Natural objects</b>	11.4.1.1 Compose pictures to depict natural motifs	<ul style="list-style-type: none"> <li>Drawing and painting natural motifs: flowers, snail shells, branch, bone, foliage, animal skull, ant eaten wood, tree, pods, root</li> </ul>	<ul style="list-style-type: none"> <li><b>Composition</b> of pictures</li> </ul>	<ul style="list-style-type: none"> <li><b>Appreciation</b> of natural motifs</li> </ul>
	<b>11.4.2 Rural setting</b>	11.4.2.1 Compose pictures to depict a given type of rural setting	<ul style="list-style-type: none"> <li>Drawing and painting of- chicken run</li> <li>- at the river side</li> <li>- granary</li> </ul>	<ul style="list-style-type: none"> <li><b>Composition</b> of pictures</li> </ul>	<ul style="list-style-type: none"> <li><b>Craftsmanship</b> in a style of work</li> </ul>
<b>11.5 DRAWING AND PAINTING FROM A LIVING PERSON</b>	<b>11.5.1 Figure drawing</b>	11.5.1.1. Compose pictures to depict various parts of human body 11.5.1.2 Compose pictures to depict different postures of human body	<ul style="list-style-type: none"> <li>Drawing and painting parts of a human body: head, bust/torso, ear, palm , fingers, the whole body</li> </ul>	<ul style="list-style-type: none"> <li><b>Composition</b> of pictures.</li> </ul>	<ul style="list-style-type: none"> <li><b>Appreciation</b> of structures and proportion</li> </ul>
<b>11.6 STILL LIFEDRAWING</b>	<b>11.6.1 Natural objects</b>	11.6.1.1 Compose pictures to depict various natural objects in relationship to one another	<ul style="list-style-type: none"> <li>Drawing and painting natural objects: vegetables, fruits, stone, wood</li> </ul>	<ul style="list-style-type: none"> <li><b>Composition</b> of pictures</li> </ul>	<ul style="list-style-type: none"> <li><b>Aesthetic qualities</b> in still life drawing</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	<b>11.6.2. Man-Made objects</b>	11.6.2.1 Compose pictures to depict man-made objects	<ul style="list-style-type: none"> <li>Drawing and painting man-made objects: parts of machine, various types of utensils, various types of clothing drapery</li> </ul>	<ul style="list-style-type: none"> <li><b>Composition</b> of pictures</li> </ul>	<ul style="list-style-type: none"> <li><b>Confidence</b> in handling of media</li> <li><b>Personal qualities</b> in drawing</li> </ul>
	<b>11.6.3. Traditional objects</b>	11.6.3.1 Compose pictures to depict traditional objects	<ul style="list-style-type: none"> <li>Drawing and painting traditional objects: baskets, gourds, smoking pipe, clay pots, winnower, stools</li> </ul>	<ul style="list-style-type: none"> <li><b>Composition</b> of pictures</li> </ul>	<ul style="list-style-type: none"> <li><b>Awareness</b> and <b>appreciation</b> of traditional items</li> </ul>
<b>11.7. COMPOSITION IN COLOUR</b>	<b>11.7.1. Imaginative composition</b>	11.7.1.1 Compose pictures to depict pictures on stories. 11.7.1.2 Compose pictures to depict pictures on stories narrated. 11.7.1.3 Compose picture to depict pictures based on national concerns	<ul style="list-style-type: none"> <li>Composition based on: text given, stories narrated               <ul style="list-style-type: none"> <li>- abstract themes</li> <li>- national heritage</li> <li>- contemporary issues</li> <li>- domestic violence</li> </ul> </li> <li>cross cutting issues such as substance abuse, child trafficking</li> </ul>	<ul style="list-style-type: none"> <li><b>Composition</b> of pictures</li> </ul>	<ul style="list-style-type: none"> <li><b>Appreciation</b> of different media</li> <li><b>Personal qualities</b> in imagination composition</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		11.7.1.4 Compose picture to depict pictures based on contemporary issues.	<ul style="list-style-type: none"> <li>• Composition based on: text given, stories narrated</li> <li>- abstract themes</li> <li>- national heritage</li> <li>- contemporary issues</li> <li>- domestic violence</li> <li>cross cutting issues such as substance abuse, child trafficking</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Composition</i> of pictures</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appreciation</i> of different media</li> <li>• <i>Personal qualities</i> in imagination composition</li> </ul>
	11.7.1.5 Compose picture to depict pictures based on stylised themes.				
	11.7.1.6 Compose pictures to depict pictures based on cross-cutting issues				

## GRADE 12

### GENERAL OUTCOMES AND KEY COMPETENCES

<b>General Outcomes:</b>	<b>Key Competences</b>
<ul style="list-style-type: none"><li>• Acquire knowledge and understanding of world Art history.</li><li>• Acquire knowledge and understanding of a design process.</li><li>• Apply the design process.</li><li>• Acquire crafts skills in making artifacts</li><li>• Gain practical experience of other locally available materials</li><li>• Acquire a theoretical knowledge and appreciation of crafts of the Zambian societies</li><li>• Develop entrepreneurial knowledge and skills</li></ul>	<ul style="list-style-type: none"><li>• Apply artistic processes and techniques in an informed and disciplined way appropriate to an intention</li><li>• Demonstrate the ability to use and compose formal elements as appropriate[ <i>contour, shape, colour,/tone, texture, structure and relationships between form and space</i>]</li></ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>12.1. WORLD ART HISTORY</b>	<b>12.1.1 Famous movements in Art</b>	12.1.1.1 Describe the characteristics of Gothic Art. 12.1.1.2 State the masters of Gothic Art 12.1.1.3. Describe the history of renaissance Art 12.1.1.4. State the significance of renaissance Art. 12.1.1.5 List the masters of renaissance Art 12.1.1.6. Demonstrate an understanding of techniques of contemporary Art 12.1.1.7. Apply the techniques of the various Art movements	<ul style="list-style-type: none"> <li>• Gothic Art: Giotto, Botticelli</li> <li>• Renaissance Art: Michelangela, Bonnaroti, Leornado da Vinci Rachael Siano</li> <li>• Contemporary Art               <ul style="list-style-type: none"> <li>- Pablo Picasso</li> <li>- Vincent Van Goh</li> <li>- Kandisky</li> </ul> </li> </ul> Differentiate Gothic and Renaissance Art	<ul style="list-style-type: none"> <li>• <i>Analysis</i> of famous movements in Art</li> <li>• <i>Application</i> of different techniques</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Awareness</i> of different movements in Art</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>12.2 DESIGN ON PAPER</b>	<b>12.2.1 Symbols</b>	12.2.1.1 design a logo/emblem on a given theme	<ul style="list-style-type: none"> <li>• <b>Logo:</b> company identity, associations, Organizations,</li> <li>• <b>Emblem:</b> universities, colleges, school badges, churches</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Analysis of a</i> design problem</li> <li>• <i>Application</i> of design processes</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Creativity</i> in use of techniques and medium</li> <li>• <i>Aesthetic qualities</i></li> </ul>
	<b>12.2.2 Cards</b>	12.2.2.1 Identify different types of Cards	<ul style="list-style-type: none"> <li>• <b>Cards:</b> valentine cards, anniversary cards, Birthday cards, Christmas cards</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identification</i> of different types of cards</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Craftsmanship</i> in card designing</li> </ul>
		12.2.2.2 Design cards for various Occasions		<ul style="list-style-type: none"> <li>• <i>Designing</i> of cards</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Design qualities</i> in card making</li> </ul>
	<b>12.2.3. Posters</b>	12.2.3.1 Design posters based on given themes	<ul style="list-style-type: none"> <li>• <b>Designing posters:</b> future events, Advertisements</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Designing</i> of posters</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Personal qualities</i> in poster designing</li> </ul>
<b>12.2.4. Lettering</b>	12.2.4.1 Identify the characteristics of Types of letters.	<ul style="list-style-type: none"> <li>• <b>Lettering:</b> Lower case, Upper case</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identification</i> of type faces</li> <li>• <i>Creative</i> lettering</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Creativity</i> in letter designing</li> </ul>	

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	<b>12.2.5. Print making</b>	12.2.5.1 Identify four main techniques used for making prints 12.2.5.2 Make a screen print	<ul style="list-style-type: none"> <li>Relief printing, intaglio printing, lithography and screen printing</li> </ul>	<ul style="list-style-type: none"> <li><b>Identification</b> of different techniques in print making</li> </ul>	<ul style="list-style-type: none"> <li><b>Craftsmanship</b> in printing</li> </ul>
<b>12.3. CRAFTS</b>	<b>12.3.1. Picture making</b>	12.3.1.1 Compose pictures using local materials	<ul style="list-style-type: none"> <li><b>Picture making:</b> montage, collage, frieze, mosaic</li> </ul>	<ul style="list-style-type: none"> <li><b>Analysis</b> of different techniques</li> <li><b>Composition</b> of pictures</li> </ul>	<ul style="list-style-type: none"> <li><b>Creativeness</b> in use of media</li> </ul>
	<b>12.3.2. Papier Mache</b>	12.3.2.1 Design various items for papier machè 12.3.2.2 Decorate finished items	<ul style="list-style-type: none"> <li><b>Items:</b> masks, vessels, plates, cups, spoons</li> </ul>	<ul style="list-style-type: none"> <li><b>Designing</b> of items using paper mache</li> </ul>	<ul style="list-style-type: none"> <li><b>Confidence,</b> initiative and a sense of achievement</li> </ul>
	<b>12.3.3. Jewellery</b>	12.3.3.1 Make various ornaments using found materials	<ul style="list-style-type: none"> <li><b>Bone jewellery:</b> carving, incising, painting, wiring, vanishing</li> <li><b>Metal jewellery:</b> bend, joined</li> <li><b>Paper jewellery:</b> painting, texturing</li> </ul>	<ul style="list-style-type: none"> <li><b>Manipulation</b> of found materials</li> <li><b>Designing</b> of various items</li> </ul>	<ul style="list-style-type: none"> <li><b>Craftsmanship</b> in ornament making</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	<b>12.3.4. Stitchery and Applique</b>	12.3.4.1 Use of stitchery and appliqué to create batik/tie and dye	<ul style="list-style-type: none"> <li>Batik, tie and dye, stitches, needle and thread</li> </ul>	<ul style="list-style-type: none"> <li><i>Creative</i> thinking</li> </ul>	<ul style="list-style-type: none"> <li><i>Appreciation</i> the importance of stitchery and applique</li> </ul>
<b>12.4 DRAWING AND PAINTING FROM OBSERVATION</b>	<b>12.4.1. Natural objects</b>	12.4.1.1. Demonstrate various drawing/ painting techniques to depict natural objects	<ul style="list-style-type: none"> <li>Drawing and painting natural motifs: crops, floral, branch, tree, trunk, bone structure, stone</li> </ul>	<ul style="list-style-type: none"> <li><i>Composition</i> of pictures</li> <li>Manipulation and analysis of natural motifs</li> </ul>	<ul style="list-style-type: none"> <li><i>Personal qualities</i> in drawing and painting</li> </ul>
	<b>12.4.2. Man -made objects</b>	12.4.2.1 Demonstrate various drawing/painting techniques to depict man-made objects	<ul style="list-style-type: none"> <li>Drawing and painting man made Motifs, worn shoe, machine parts, parts of the building</li> </ul>	<ul style="list-style-type: none"> <li><i>Composition</i> of pictures</li> <li>Analysis of artificial motifs</li> </ul>	<ul style="list-style-type: none"> <li><i>Personal qualities</i> and craftsmanship in drawing and painting</li> </ul>
	<b>12.4.3. Rural/Urban settings</b>	12.4.3.1 Demonstrate drawing/ painting techniques to depict a given type of rural/urban settings	<ul style="list-style-type: none"> <li>Drawing and painting of rural/Urban settings: kraal, bore hole, hand pump, a hut/Fire place</li> </ul>	<ul style="list-style-type: none"> <li><i>Composition</i> of pictures</li> </ul>	<ul style="list-style-type: none"> <li><i>Aesthetic qualities</i> in drawing</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>12.5. DRAWING AND PAINTING FROM A LIVING PERSON</b>	<b>12.5.1. Figure drawing</b>	12.5.1.1 Demonstrate various drawing/painting techniques to depict a person in drapery	<ul style="list-style-type: none"> <li>• Figure drawing: in action, Figure in drapery, descriptive poses</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Composition</i> of pictures</li> <li>• <i>Application</i> of techniques</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Craftsmanship</i> in figure drawing</li> </ul>
		12.5.1.2 Use various drawing/painting techniques to depict a person in different poses			
<b>12.6. STILL LIFE</b>	<b>12.6.1 Natural objects</b>	12.6.1.1 Use various drawing/painting materials to depict an arrangement of natural objects.	<ul style="list-style-type: none"> <li>• Drawing and painting of natural object: vegetables fruits, roots, stone, wood, grass, flowers</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Manipulation</i> and analysis of natural objects</li> <li>• <i>Composition</i> of pictures</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Aesthetic qualities</i> still life drawing</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	<b>12.6.2. Man-made objects</b>	12.6.2.1 Compose pictures to depict of an arrangement of artificial objects.	<ul style="list-style-type: none"> <li>Drawing and painting of man-made objects: parts of machine, various types of tins, bottles and vessels, various types of clothing materials, crumpled paper</li> </ul>	<ul style="list-style-type: none"> <li><b>Composition</b> of pictures</li> </ul>	<ul style="list-style-type: none"> <li><b>Appreciation</b> of local materials</li> <li><b>Personal qualities</b> in drawing and</li> </ul>
	<b>12.6.3 Traditional objects</b>	12.6.3.1 Compose pictures to depict traditional objects	<ul style="list-style-type: none"> <li>Traditional objects: basket, clay-pots, gourds, clay- plates, traditional stools, winnower, combs</li> </ul>	<ul style="list-style-type: none"> <li><b>Composition</b> of pictures</li> </ul>	<ul style="list-style-type: none"> <li><b>Painting</b></li> </ul>
<b>12.7. COMPOSITION IN COLOUR</b>	<b>12.7.1. Imaginative composition</b>	<p>12.7.1.1 Compose pictures to depict pictures based on stories narrated.</p> <p>12.7.1.2 Compose pictures to depict pictures based on stories read</p> <p>12.7.1.3 Compose pictures to depict pictures based on abstract themes</p>	<ul style="list-style-type: none"> <li>Compositions based on: stories read, stylized pictures on various themes, abstract themes, national concerns, issues of national heritage.</li> </ul>	<ul style="list-style-type: none"> <li><b>Composing</b> pictures in colour</li> </ul>	<ul style="list-style-type: none"> <li><b>Confidence</b> and use of intuition and imagination</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		12.7.1.4 Compose pictures to depict pictures based on national heritage.	<ul style="list-style-type: none"> <li>• Compositions based on: stories read, stylized pictures on various themes, abstract themes, national concerns, issues of national heritage.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Composing</b> pictures in colour</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Confidence</b> and <b>use of intuition</b> and imagination</li> </ul>
		12.7.1.5 Compose pictures to depict pictures based on stylized pictures on various themes			
<b>12.8 ENTREPRENEUR- SHIP</b>	<b>12.8.1Project work</b>	12.8.1.1 Identify a project 12.8.1.2 Carry out research about the project 12.8.1.3 Select and develop a solution to the project 12.8.1.4 Demonstrate economic use of resources 12.8.1.5 Practice quality workmanship in making projects for community. 12.8.1.6 Calculate the cost of a product 12.8.1.7Demonstrate marketing skills.	<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>• <b>Problem identification</b></li> <li>• <b>Production planning</b></li> <li>• <b>Marketing</b> of artifacts</li> </ul>	<ul style="list-style-type: none"> <li>• A spirit of <b>co-operation</b> and <b>environmental</b> responsibility through problem-solving activities.</li> </ul>

## APPENDEIX 1: SCOPE AND SEQUENCE CHART

TOPIC	GRADE 10	GRADE 11	GRADE 12
<b>HISTORY OF ART</b>	<b>Zambian Art</b> <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>	<b>African Art</b> <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>	<b>World Art</b> <ul style="list-style-type: none"> <li>• Gothic Art</li> <li>• Renaissance Art</li> <li>• Contemporary Art</li> </ul>
<b>DESIGNON PAPER</b>	<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 letters, Calligraphy)</li> <li>• Print Making (Motif, Plate, Fabric Designing)</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>

TOPIC	GRADE 10	GRADE 11	GRADE 12
<b>CRAFTS</b>	<ul style="list-style-type: none"> <li>• Picture making (collage, montage)</li> <li>• Paper Mache (Mixing pulp, puppets, masks)</li> <li>• Jewelleries (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>
<b>DRAWING OR PAINTING FROM OBSERVATION</b>	<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 / unban 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>

<b>TOPIC</b>	<b>GRADE 10</b>	<b>GRADE 11</b>	<b>GRADE 12</b>
<b>STILL LIFE DRAWING</b>	<ul style="list-style-type: none"> <li>• Natural object (bones, skull plank, log.</li> <li>• Man – Made objects (parts of simple machines, bottles)</li> <li>• Traditional objects (baskets, traditional stools, gourds, wooden plate, walking sticks)</li> </ul>	<ul style="list-style-type: none"> <li>• Natural objects (Vegetables, fruits, stone, wood)</li> <li>• Man – made objectives (utensils, clothing drapery)</li> <li>• Traditional objects (smoking pipe, clay pots, winnower, stools mortar and pestle)</li> </ul>	<ul style="list-style-type: none"> <li>• Nature objects (grass, roots, fruits, stone, wood, flowers, )</li> <li>• Man – Made object (bottles, tin, vessels, crumpled paper)</li> <li>• Traditional objects (clay pots combs, baskets, plates)</li> </ul>
<b>DRAWING OR PAINTING FROM LIVING PERSON</b>	<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>
<b>COMPOSITION IN COLOUR</b>	<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>
<b>ENTREPRENEURSHIP</b>	<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>

