



Republic of Zambia

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

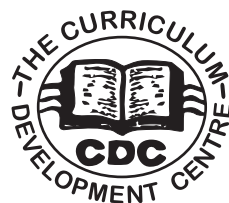
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# ART AND DESIGN SYLLABUS

## GRADE 8 - 9

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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 .....	vi
Acknowledgement.....	vii
Introduction.....	viii
Methodology .....	viii
Time Allocation.....	ix
Assessment.....	ix
Rationale.....	ix
General Outcomes.....	x
<b>GRADE 8.....</b>	<b>1</b>
8.1 Introduction to Art .....	2
8.2 Drawing and Painting .....	4
8.3 Pattern Making .....	5
8.4 Constructional Crafts .....	5
8.5 Lettering and Poster Work .....	5
8.6 Entrepreneurship in Art and Design .....	5
<b>GRADE 9.....</b>	<b>8</b>
9.1. Drawing and Painting .....	9
9.2 Pattern and Design.....	10
9.3 Constructional Crafts.....	10
9.4 Lettering and Poster Work .....	12

## **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 leader 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.



Chishimba Nkasha

**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 organisations 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 Specialised 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 hold 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 consist 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 utilisation of natural resources

## GRADE 8

General Outcomes	Key Competences
<ul style="list-style-type: none"><li>• Gain practical experience of visual art, drawing and painting</li><li>• Acquire knowledge and understanding of pattern designing</li><li>• Apply the design process</li><li>• Gain practical experience of traditional, contemporary art and crafts</li><li>• Gain practical experience of basic lettering and poster designing</li><li>• Acquire knowledge in economic activities and skills in entrepreneurship and visual art</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate ability to draw and/or paint a group of arranged items as a total composition</li><li>• Apply technological basic skills in handling tools and materials</li><li>• Show entrepreneurial knowledge and skills to market their art products</li></ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>8.1 INTRODUCTION TO ART</b>	<b>8.1.1 Visual Arts</b>	8.1.1.1 Demonstrate an understanding of visual art.	<ul style="list-style-type: none"> <li>• Fine arts (drawing, painting and sculpture)</li> <li>• Crafts (pottery, basket work and fabric work)</li> <li>• Design (designing and making posters, packages and advertising)</li> <li>• Importance of visual art.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Analysis</i> of visual Art</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appreciation</i> of visual art and its importance.</li> </ul>
	<b>8.1.2 Visual Elements of Art</b>	8.1.2.1 Apply visual elements in practical activities.	<ul style="list-style-type: none"> <li>• Elements of Art: Line, shape, space, value, texture and colour.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Application</i> of visual elements.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appreciation</i> of art elements.</li> <li>• Confidence in application of art elements.</li> </ul>
	<b>8.1.3 Basic Shapes</b>	8.1.3.1 Identify different shapes 8.1.3.2. Create different shapes 8.1.3.3 Apply the principles of tonal gradation	<ul style="list-style-type: none"> <li>• Shapes: Cuboid, pyramid, cone</li> <li>Rectangular box</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identification</i> of different shapes</li> <li>• Application of value on a shape</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appreciation</i> of different basic shapes.</li> <li>• Creativity in shading.</li> </ul>
	<b>8.1.4 Types of Shading</b>	8.1.4.1 Identify textures 8.1.4.2 Develop various shading techniques	<ul style="list-style-type: none"> <li>• Different textures (actual and visual texture)</li> <li>• Shading techniques: pointillism/stippling hatching, cross hatching, smudging, scribbling, smash</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identification</i> of different textures</li> <li>• <i>Application</i> of shading techniques</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appreciation</i> of different types of shading.</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	<b>8.1.5 Art Principles</b>	8.1 5.1 Identify art principles in practical activities.	<ul style="list-style-type: none"> <li>Art principles: balance, proportion, emphasis, Rhythm and pattern.</li> <li>Visual movement.</li> </ul>	<ul style="list-style-type: none"> <li><i>Identification</i> of Art principles.</li> </ul>	<ul style="list-style-type: none"> <li><i>Appreciation</i> of art principles.</li> </ul>
	<b>8.1.6 Perspectives</b>	8.1.6.1 Identify rules of Perspective.	<ul style="list-style-type: none"> <li>Perspective: Aerial perspective, scale and proportion, fore-shortening, overlapping and linear perspective</li> </ul>	<ul style="list-style-type: none"> <li><i>Identification</i> of rules of perspective.</li> </ul>	<ul style="list-style-type: none"> <li><i>Awareness</i> of perspective.</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.2 DRAWING AND PAINTING	8.2.1 Drawing	8.2.1.1 Demonstrate the different forms of drawing	<ul style="list-style-type: none"> <li>Forms of drawing: a sketch, a study, a complete work</li> </ul>	<ul style="list-style-type: none"> <li><i>Analysis</i> of forms of drawing</li> </ul>	<ul style="list-style-type: none"> <li><i>Appreciation</i> of forms of drawing.</li> </ul>
	8.2.2 Colour	8.2.2.1 Identify tertiary colours 8.2.2.2 Mix primary and secondary colours to obtain tertiary colours	<ul style="list-style-type: none"> <li>Types of colours: tertiary (red -orange), warm (red, orange, yellow), cool (green, blue, violet). Mixing primary and secondary colours</li> </ul>	<ul style="list-style-type: none"> <li><i>Identification</i> of tertiary hues</li> <li><i>Mixing</i> of colours</li> </ul>	<ul style="list-style-type: none"> <li><i>Appreciating</i> beauty for colours and environment.</li> <li><i>Creativity</i> in composing pictures.</li> </ul>
	8.2.3 Drawing and Painting from Observation	8.2.3.1 Compose pictures from observation	<ul style="list-style-type: none"> <li>Drawing, painting and shading (lines, texture, value and colour) pictures of trees, flowers, fruits</li> </ul>	<ul style="list-style-type: none"> <li><i>Composition</i> of pictures</li> </ul>	
	8.2.4 Drawing and painting from still life	8.2.4.1 Compose pictures from still life	<ul style="list-style-type: none"> <li>Drawing, painting and shading pictures of: (household objects, still objects)</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 scale, proportion and form</li> <li><i>Creativity</i> in composing pictures.</li> </ul>
	8.2.5. Figure Drawing	8.2.5.1 Draw and paint parts of the human body.	<ul style="list-style-type: none"> <li>Figure drawing: (feet, palm, fingers)</li> </ul>	<ul style="list-style-type: none"> <li><i>Composition</i> of pictures</li> </ul>	<ul style="list-style-type: none"> <li><i>Creativity</i> in composing pictures.</li> </ul>
	8.2.6 Imaginative Composition.	8.2.6.1. Draw and paint different types of pictures based on imagination	<ul style="list-style-type: none"> <li>Drawing and painting Imagination compositions based on given themes (festivals, traditional dances)</li> </ul>	<ul style="list-style-type: none"> <li><i>Composition</i> of pictures</li> </ul>	<ul style="list-style-type: none"> <li><i>Personal qualities</i> in imaginative composition</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.3 PATTERN MAKING	8.3.1 Types of Patterns	8.3.1.1 Design and print different patterns	<ul style="list-style-type: none"> <li>• Arrangement of motif</li> <li>• Types of Patterns: border, geometrical, alternating, counter change and wax resist patterns., fabric printing, decorations, designing and printing</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Designing and printing</i> different patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appreciation</i> of different types of patterns and print making processes.</li> <li>• <i>Work safely</i> with a range of materials</li> </ul>
8.4 CONSTRUCTIONAL CRAFTS	8.4.1 Weaving, Plaiting and Knotting Patterns	8.4.1.1 Create weaving, plaiting and knotting patterns	<ul style="list-style-type: none"> <li>• Weaving (mats, hats, belts).</li> <li>• Plaiting (hand traps, strings belts)</li> <li>• Knotting (ropes, strings strings of cloth)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Designing and making</i> functional crafts</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appreciation</i> of locally available materials.</li> <li>• <i>Appreciation</i> of teamwork.</li> </ul>
	8.4.2 Modelling	8.4.2.1 Model various items using different media.	<ul style="list-style-type: none"> <li>• Modelling (figurines, animals, birds)</li> <li>• Papier machè (mask, hats, plate, cups)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Designing and modelling</i> of decorative items.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appreciation</i> of craft work</li> <li>• <i>Creativity</i> in modelling.</li> </ul>
	8.4.3 Construction	8.4.3.1 Construct objects using different media	<ul style="list-style-type: none"> <li>• Constructing (dolls, soft toys, toy cars and puppet)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Designing and constructing</i> different objects.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appreciation</i> of importance of toys.</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	<b>8.4.4 Picture Making</b>	8.4.4.1 Compose pictures using different techniques	<ul style="list-style-type: none"> <li>Picture making (frieze, montage collage)</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 two dimensional craft.</li> <li><i>Creativity</i> in picture making.</li> </ul>
	<b>8.4.5 Book Craft</b>	8.4.5.1 Bind books using single section binding.	<ul style="list-style-type: none"> <li>Single section binding (stapling)</li> </ul>	<ul style="list-style-type: none"> <li><i>Designing</i> and <i>binding</i> of books.</li> </ul>	<ul style="list-style-type: none"> <li><i>Confidence</i> in the application of book binding skills.</li> </ul>
	<b>8.4.6 Carving</b>	8.4.6.1 Carve different items using suitable materials 8.4.6.3 Decorate finished carved items	<ul style="list-style-type: none"> <li>Carving of: (stools, toys, spoons and cooking sticks)</li> </ul>	<ul style="list-style-type: none"> <li><i>Designing</i> and making of various functional items.</li> </ul>	<ul style="list-style-type: none"> <li><i>Appreciation</i> of carving and handling of tools and materials.</li> <li>A <i>sense</i> of independence.</li> </ul>
	<b>8.4.7 General Craft</b>	8.4.7.1 Make various items using different materials	<ul style="list-style-type: none"> <li>General crafts: (Egg decorations, twig decorations, necklace and bangles)</li> </ul>	<ul style="list-style-type: none"> <li><i>Recycling</i> and <i>modifying</i> found materials.</li> </ul>	<ul style="list-style-type: none"> <li><i>Appreciation</i> of a chosen craft</li> <li>Work according to <i>safety rules</i>.</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>8.5 LETTERING AND POSTER WORK</b>	<b>8.5.1 Lettering</b>	8.5.1.1 Design different styles of letters	<ul style="list-style-type: none"> <li>• Styles of Letters</li> <li>• Block lettering</li> <li>• Letter cutting</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Creative</i> lettering</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appreciation</i> of styles of letters</li> </ul>
	<b>8.5.2 Poster Work</b>	8.5.2.1 Design posters depicting different themes	<ul style="list-style-type: none"> <li>• Poster designing: Eggs for sale, sports day, valentine day, and effects of drug and substance abuse</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Problem solving</i> through poster designing</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Creativity</i> in poster designing.</li> <li>• <i>Effective visual</i> communication</li> </ul>
<b>8.6 ENTREPRENEURSHIP IN ART AND DESIGN</b>	<b>8.6.1 Project Work</b>	8.6.1.1 Demonstrate economic use of resources in a local market  8.6.1.2 Apply the design process to solve problems in the community	<ul style="list-style-type: none"> <li>• Economic value</li> <li>• Project</li> <li>• Planning</li> <li>• Project management</li> <li>• Marketing</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Entrepreneurship</i> in problem-solving activities.</li> <li>• <i>Marketing</i> art products.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appreciation</i> of locally available material in the environment and entrepreneurship</li> </ul>

## GRADE 9

General Outcomes:	Key competences
<ul style="list-style-type: none"><li>• Acquire knowledge and understanding of colour, drawing and painting.</li><li>• Gain practical experience in drawing and painting</li><li>• Acquire knowledge and skills of pattern designing and printing</li><li>• Acquire knowledge of Poster designing and lettering.</li><li>• Gain practical experience of crafts, poster designing and lettering.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate the ability to depict objects either natural or man-made</li><li>• Apply skills, creatively and practically through designing, printing, making and evaluating.</li></ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
9.1. DRAWING AND PAINTING	9.1.1 Colour	9.1.1.1. Add white to any colour to obtain a tint 9.1.1.2 Add black to any colour to obtain a shade. 9.1.1.3 Design a standard colour wheel 9.1.1.4. Identify complimentary colours 9.1.1.5 Use monochromatic colour for different design	<ul style="list-style-type: none"> <li>• Tint</li> <li>• Shade</li> <li>• Monochromatic</li> <li>• Analogous</li> <li>• Complimentary, warm and cool colours</li> <li>• Colour wheel</li> <li>• Value of a colour</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identification</b> of different colour schemes</li> <li>• <b>Designing</b> of a colour wheel</li> <li>• <b>Application</b> of colour obtains a tint or shade.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Appreciation</b> of the value of a colour</li> </ul>
	9.1.2 Drawing and Painting from Nature	9.1.2.1. Compose pictures from nature.	<ul style="list-style-type: none"> <li>• Drawing and painting of landscape, tree trunks, logs, twigs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Composition</b> of pictures to depict mass or volume and surface qualities of the objects.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Appreciation</b> of nature</li> <li>• <b>Personal qualities</b> in drawing</li> </ul>
	9.1.3 Still Life Drawing	9.1.3.1. Compose pictures from still life.	<ul style="list-style-type: none"> <li>• Drawing and painting of: (bottles, boxes, kitchen utensils, skull, bones, simple machine parts)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Composition</b> of pictures using basic visual elements and art principles</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Appreciation</b> of the art principles.</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	<b>9.1.4 Figure Drawing</b>	9.1.4.1 Draw stick figures in action	<ul style="list-style-type: none"> <li>Figure drawing Stick figure (person in action)</li> </ul>	<ul style="list-style-type: none"> <li><i>Composition</i> of pictures, persons in actions</li> </ul>	<ul style="list-style-type: none"> <li><i>Appreciation</i> of different gestures.</li> </ul>
	<b>9.1.5 Imaginative Composition</b>	9.1.5.1 Compose pictures based on imagination	<ul style="list-style-type: none"> <li>Themes: (traditional ceremonies, contemporary life)</li> </ul>	<ul style="list-style-type: none"> <li><i>Pictures compositions</i> depicting of different themes or subjects.</li> </ul>	<ul style="list-style-type: none"> <li><i>Creativity</i> and imagination in composing pictures.</li> </ul>
<b>9.2 PATTERN AND DESIGN</b>	<b>9.2.1 Types of patterns</b>	9.2.1.1 Design and print random and regular and patterns 9.2.1.2 Design and print random block stencil intanglio patterns 9.2.1.3 Design and make tie and dye 9.2.1.4 Design and print batik	<ul style="list-style-type: none"> <li>Radom, regular</li> <li>Block stencil and intanglio, tie and dye</li> <li>Batik</li> <li>Designing and printing patterns</li> </ul>	<ul style="list-style-type: none"> <li><i>Designing</i> and <i>printing</i> of patterns</li> </ul>	<ul style="list-style-type: none"> <li><i>Appreciation</i> of different techniques in printing and pattern making.</li> <li><i>Work safely</i> with tools and materials.</li> </ul>
<b>9.3. CONSTRUCTIONAL CRAFTS</b>	<b>9.3.1. Weaving, plaiting and knotting patterns</b>	9.3.1.1 Create weaving plaiting and knotting patterns	<ul style="list-style-type: none"> <li>Weaving, plaiting and knotting patterns: (handbags, folders, ropes, belts, door, floor mats, table mats, macramé)</li> </ul>	<ul style="list-style-type: none"> <li><i>Weaving, plaiting</i> and <i>knotting</i> of different functional items using appropriate technique.</li> </ul>	<ul style="list-style-type: none"> <li><i>Appreciation</i> of indigenous arts</li> <li><i>Technical</i> control of materials</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	<b>9.3.2. Modelling</b>	9.3.2.1 Model clay items using any of the techniques. 9.3.2.2. Model various items using papier mache.	<ul style="list-style-type: none"> <li>Clay: slab pots, coil pots, plunge pots, pinch pots</li> <li>Papier machè: ( Fruits, Houses, Bowls, Boats, Animals figurines)</li> </ul>	<ul style="list-style-type: none"> <li><b>Modelling</b> and <b>moulding</b> using different materials</li> </ul>	<ul style="list-style-type: none"> <li><b>Appreciation</b> of the hand-built pieces of pottery and models.</li> </ul>
	<b>9.3.3 Construction (Assemblage)</b>	9.3.3.1 Construct/assemble various items using different media	<ul style="list-style-type: none"> <li>Constructing/assemblage: (Cars, Sculptures, Bicycle, Houses, Mobiles)</li> </ul>	<ul style="list-style-type: none"> <li><b>Designing, constructing</b> and <b>assembling</b> toys</li> </ul>	<ul style="list-style-type: none"> <li><b>Appreciation</b> of toys, relief and free standing sculptures.</li> </ul>
	<b>9.3.4. Picture making</b>	9.3.4.1 Compose various pictures using different materials.	<ul style="list-style-type: none"> <li>Seed mosaic, paper mosaic and bead mosaic</li> </ul>	<ul style="list-style-type: none"> <li><b>Composition</b> of pictures using different materials.</li> </ul>	<ul style="list-style-type: none"> <li><b>Appreciation</b> of mosaic technique</li> </ul>
	<b>9.3.5. Book craft</b>	9.3.5.1 Bind books using different methods.	<ul style="list-style-type: none"> <li>Multi section binding e.g. stitching, spiral, stapling.</li> </ul>	<ul style="list-style-type: none"> <li><b>Binding</b> various books</li> </ul>	<ul style="list-style-type: none"> <li><b>Appreciation</b> of binding skills</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	<b>9.3.6. Carving</b>	9.3.6.1 Carve different items	<ul style="list-style-type: none"> <li>• Wood carving: (human figures, relief carving, ash trays, spoons, hoe, axe and handles.)</li> <li>• Stone carving :(ash trays, fruits and chess counters)</li> <li>• Plaster of Paris :(relief maps, land forms, birds, animals and insects.) traditional decorative</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Designing</b> and <b>making</b> functional and decorative items</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Appreciation</b> of economic potential in local environment.</li> <li>• <b>Perseverance</b> when working with wood and stone.</li> </ul>
<b>9.4 LETTERING AND POSTER WORK</b>	<b>9.4.1 Lettering</b>	9.4.1.1 Create new designs of letters 9.4.1.2 Create signs	<ul style="list-style-type: none"> <li>• Calligraphy</li> <li>• Sign posts</li> <li>• Banners</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 beautiful handwriting.</li> </ul>
	<b>9.4.2 Poster work</b>	9.4.2.1 Design various posters on issues of concern in Zambia	<ul style="list-style-type: none"> <li>• Posters on given themes such as drug abuse, drug trafficking, money laundering corruption, population concern and human right concern.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Designing</b> posters to give information or persuade the viewer.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Transmit</b> information graphically</li> <li>• <b>Design qualities</b> in poster work</li> </ul>
	<b>9.4.3 Computer Aided Design</b>	9.4.3.1 Design using a computer as a tool	<ul style="list-style-type: none"> <li>• General advertising, logo, emblem, lettering, cards</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Designing</b> of different commercial Artworks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Appreciation</b> of significance of computers in the world of work.</li> </ul>



