

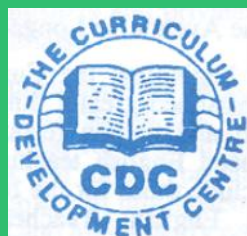


Republic of Zambia

Ministry of Education

# ART AND DESIGN TEACHING MODULE

Form 1 -Term 1



Developed Curriculum Development Centre

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Republic of Zambia

Ministry of Education

Directorate of Curriculum Development

The Curriculum Development Centre

**TEACHING MODULE**

**Form 1 – Term ONE**

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## Authors

Names	Positions	ORG/SCH
Chileshe Christopher (PhD)	Senior Lecturer Fine Arts	Chalimbana University
Kalala K Noah	Head of Section Expressive Art	Mufulira Col of Edu
Katongola T Cecilia School	Deputy Head/ Examiner	Chibolele Seconadry
Mwiba Herbert	Head of Dept. Expressive Arts	Nyimba Boarding School
Mwenya Precious School	Art Teacher/ Consultant	Kikombe Secondary
Mooya Cyprian School	President EATAZ	Kalonga Secondary

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## Coordinators

Musonda Joackim	Senior Curriculum Specialist: Social Sciences - CDC
Walima M Charles	Senior Curriculum Specialist EA-CDC
Makungu Kelvin	Curriculum Specialist Art & Design –CDC

## **Preface**

**The Art and Design Teaching Module** for Form 1 has been developed in response to the introduction of the **Competence-Based Curriculum (CBC)**, a transformative initiative aimed at enhancing education quality and relevance.

This teaching module is designed to support teachers in effectively delivering Art and Design lessons under the new curriculum. Its primary objectives are to; bridge the gap created by the absence of approved textbooks and equip teachers with practical skills and assessments tailored to learners' needs and levels

As the Ministry of Education, we acknowledge the challenges associated with transitioning to a new curriculum. Consequently, this module reflects our commitment to providing teachers with structured guidance, suggested activities, and formative and summative assessments aligned with the CBC's objectives.

While this module serves as a foundational resource, we encourage teachers to supplement it with their own research and innovations to address potential gaps during implementation. The suggested activities and assessments are designed to foster practical and critical thinking skills in learners, ensuring relevance and adaptability across diverse school contexts.

Teachers are encouraged to tailor these suggestions to their unique classroom dynamics and explore alternative approaches when necessary. We hope this module will empower teachers to navigate the new Competence-Based Curriculum with confidence, inspiring and equipping learners with essential competencies, knowledge, skills and values.

Joel Kamoko (Mr.)

Permanent Secretary- Educational Services

MINISTRY OF EDUCATION

## **Acknowledgement**

**The Art and Design Teaching Module** for Form 1 is the culmination of a collaborative and inclusive development process. The Ministry of Education wishes to express appreciation to all those who participated in the processes of developing the first ever Module for Form 1 and their valuable contributions. Their invaluable input and expertise have enriched the content and quality of this teaching module.

We also acknowledge the dedication and hard work of the staff at the Curriculum Development Centre, whose tireless efforts ensured the successful completion of the Art and Design Teaching Module process.

Thank you all for your contributions.

Charles Ndakala (Dr.)  
Director - Curriculum Development  
MINISTRY OF EDUCATION

## **Introduction**

Welcome to this comprehensive module on **Art and Design**. This module is designed to introduce form 1 Educators to the fundamental principles and practices of art and design, encompassing various categories, branches and styles. Learners will explore the significance of art awareness and appreciation, covering visual, performing, and literary arts.

Through this module, educators will gain a deeper understanding of:

- Categories and branches of art
- Art styles
- Prehistoric rock art and its cultural significance
- Colour theory and its applications
- Studio practice in art and design
- Tools and materials in drawing and painting
- Graphic design fundamentals

By the end of this module, form 1 educators will be equipped with the knowledge and skills to promote art awareness and appreciation and to develop their students' creative, technical, and critical thinking skills.



## Icons used



Summary



Terms/Vocabulary



Assessment



Tips



Activities

## 1.1 INTRODUCTION TO ART, CRAFTS AND DESIGN

### Introduction

In this topic learners should be introduced to various categories and branches of art, so that they develop a deeper understanding and valuing of the arts, enriching their lives and broader cultural experiences. This will help the learners to link what they already know and what is being introduced. You should ensure that learners realize that art awareness and appreciation covers categories of art which includes visual arts (painting, drawing, sculpture, photography and print making) performing arts (music, dance, theater and film) and literary arts (poetry, fiction, drama, and creative writing).

Furthermore, they should know the branches of Art; Fine Art, Applied Arts and Decorative Arts by applying appreciation skills such as observation, analysis, evaluation and contextualization. Learners should be exposed to Art movements and styles like Renaissance Art, Modern Art and Contemporary Art. Learners must be encouraged to dialogue and think critically about Art and its significance.

**General Competences:** Critical thinking, Analytical thinking, Collaboration, Communication



#### Key words/terms/vocabulary:

- Visual Arts: (crafts, painting, drawing, sculpture, photography...)
- Performing Arts: (music, dance, theatre...)
- Literary Arts: (poetry, fiction, drama...)
- Fine Arts
- Artefacts...

### 1.1.1 SUBTOPIC: ART AWARENESS AND APPRECIATION

#### Introduction

In this Subtopic, the focus is on art Awareness and Appreciation which covers categories of art which includes, Visual arts such as painting, drawing, sculpture, photography and print making. Learners should be guided to comprehend Applied Arts which focuses on practical skills.

##### 1.1.1.1 Specific Competence: Categorise branches of Art



#### Learning Activities

**Learning Environment set up:** in-door and out-door (natural, artificial, technology)

## Suggested Teaching and Learning materials

- i. On-line resources such as (*art station, YouTube...*)
- ii. Ready-made photos/illustrations/ pictures
- iii. Visual arts resources such as sketchbooks, paper, paint
- iv. Artifacts
- v. Sound systems

### Activity 1: Defining Art

#### Brainstorming

**Task 1:** Learners to discuss what art means to them and categorize art into performing (like dance and theatre...), literary (poetry, stories...), and visual (paintings, sculptures...) art forms.



#### Tip:

Encourage learners to define the meaning of art in general by displaying different pictures depicting various art branches, (*Performing Arts, Visual Arts, Fine Arts and Digital Arts*).



#### Discussion

**Task 2:** Learners to create posters or digital collages illustrating each type of art, explaining their definitions.



#### Tip:

Ask learners to create posters or digital collages illustrating each type of art, explaining their definitions.

**Activity 2:** Categorizing Branches of Art: (*Visual Art, performing Arts, Digital Art...*)

#### Discussion and field-trip

**Task 1:** Learners in groups to undertake a gallery walk or virtual tour where examples of visual art, performing arts (videos of dance performances or theatre excerpts), and digital art (websites, digital illustrations) are exhibited.



#### TIP:

Learners shall be tasked to create a mind map or infographic categorizing different branches of art they discovered, with examples and brief descriptions for each.

**NOTE:** *In an event of not having gallery facilities in a locality, prepare a selection of artworks, videos or digital images representing different branches of art that shall meet the specific learning competences. Use multi-media to enhance the learning process.*

### Activity 3: Visiting Different Places Where Art is Found.

#### Field trip

**Task 1:** Learners should:

- Visit local art galleries, museums, cultural centres or out-door murals if physical visits are not feasible, take virtual tours of museums *e.g google arts and culture sites*
- Document their observations as per tour- study findings
- Prepare a short oral presentation about their favourite piece of art from the visit, discussing why it resonates with them



#### Tip:

1. Give learners a structured observation guide including: work titles/ message interpretation and how the work resonates with the learners' insight.
2. Co-ordinate with local art institutions or arrange guest speakers/ artists, if the field trip is not possible.

### Activity 4: Critiquing Various Artworks

#### Critique

**Task 1:** Critique identified/ readily made artefacts they were exposed to during art gallery reviews.

**Task 2:** Write a critique or create a video presentation sharing analysis of one artwork.



#### Tip:

1. Teach basic art critique methods to learners (*how to analyse, interpret, describe, judge ...*)
2. Encourage positive discussion where varied interpretations are given
3. Provide learners with different artworks (*prints, digital images, or videos*) representing various styles and periods.
4. Guide them through structured critique sessions where art elements are conveyed and interpreted.
5. Guide learners in the process of identifying and critiquing various artworks.

**Expected Standard:** Branches of Art categorised accordingly



### **Assessment**

- ❖ Make an assessment to ensure that learners develop a deeper comprehension and valuing of the arts.
- ❖ Prepare learning tasks during (learning sessions) and after (carry-home tasks) the allocated time for practical and oral assessments based on Branches of Art to determine competences of the learner.



### **Summary**

This subtopic looked at Art Awareness and Appreciation, it covered categories of art which included:

- Visual arts (painting, drawing, sculpture, photography and print making)
- Performing arts (music, dance, theater and film) and
- Literary arts (poetry, fiction, drama, and creative writing)

## 1.1.2 SUBTOPIC: CAREERS IN ART AND DESIGN

### Introduction

In this subtopic, learners shall be introduced to some job opportunities in Art so that they can understand the job descriptions of various areas of Art and Design such as, General Arts, Fine Arts, Crafts and Commercial Art.

Under careers in Art and Design, there are a number of job descriptions which include: (Art Teachers, Lecturers, Curators, Painters, Drawers, Sculptors, Craftsmen, Potters, Textile artists, Jewellers, Weavers, Sign Writers, Graphic Designers, Furniture Designer, Fashion Designer, Architects, Product Designers, Interior Designers Illustrators, Cartoonist, Landscape Designers...)

### 1.1.2.1 Specific competence Classify careers in Art



#### Learning activities

**Learning Environment set up:** in-door and out-door (*natural / artificial and technological*)

#### Suggested Learning & Teaching Materials:

- i. Charts and diagrams on art careers
- ii. Videos/documentaries about professionals in different art fields
- iii. Printed career profiles with job descriptions and educational requirements
- iv. Art and Design textbooks and literature
- v. Matching Artworks to Specific Artists

**Activity 1:** Classifying Careers in Art (*Art Teacher, Fabric Designer, Curator...*)

#### Brainstorming Session

**Task 1:** Learners to list different careers related to Art and Design and categorize them under various fields (*education, fashion, museum work, digital art, fine arts...*)

#### Role-Play

**Task 2:** Assign learners to dramatize on various art careers

#### Career Projects

**Task 3:** Each learner to create an art work to do with an art career of their choice (*the learner must exhibit job description, required skills...*)



### TIPS

1. Invite guest speakers from various art careers to share their insights and experiences
2. Engage in online tutorials related to art careers

### Gallery Walk and Discussion

**Task 1:** Discuss images of famous artworks and have learners match them to their creators.



### Tips:

Introduce famous artists from different time periods and styles (Henry Tayali, Cynthia Zukas, Caleb Chisha...)

### Research

**Task 2:** Learners to research on different artists and create short biographies and present their findings.



### Tips:

1. Provide different paintings or sculptures and ask learners to analyze styles, techniques, and common themes used by artists.
2. Provide clues or hints about artists' unique styles to help learners make connections.

**Expected Standard:** Careers in Art classified appropriately



### Assessment:

Learners should be tasked to mention / write what is involved in a number of listed art related careers. For example, an art curator: is a professional responsible for overseeing and managing artefacts or other items of historical or cultural significance.



### Summary:

- Defined art (Performing, Literary and Fine Arts)
- Categorized branches of Art (Visual Arts, Performing Arts, Digital Arts...)
- Critiqued various artworks

## 1.1.3 SUBTOPIC: VISUAL ARTS

### Introduction

In this subtopic, learners shall be exposed to Visual Arts and the different categories (Fine Arts, Crafts, Design). This means communicating by creating art that can be seen. Therefore, Visual Art is a form of visual communication.

#### 1.1.3.1 Specific competence: Identify forms of Visual Arts



#### Learning Activities

**Learning Environment set up:** In-Door and Out-Door (Natural, Artificial and Technological)

#### Suggested Learning & Teaching Materials

- i. **Printed images** of various forms of Visual Arts
- ii. **Art materials** (paints, clay, fabric, paper, beads) for practical activities
- iii. **Videos and documentaries** showcasing artists and their work
- iv. **Reference books and articles** on Visual Arts
- v. **Local artefacts and crafts** for analysis and discussion

**Activity 1:** Identifying Forms of Visual Arts (*Fine Arts, Crafts, Design*)



#### Discussion

**Task 1:** Learners to identify and classify images of different artworks into Fine Arts (*painting, sculpture...*), Crafts (*pottery, weaving...*) and Design (*graphic design, fashion...*)



#### Tip

Encourage learners to conduct critical discussions when identifying art forms.

**Activity 2:** Analyzing Forms of Visual Arts

#### Gallery Walk and Discussion

**Task 1:** Set up an exhibition of the different art forms in the classroom. Arrange the displays into Fine Arts (*painting, sculpture...*), Crafts (*pottery, weaving...*) and Design (*graphic design, fashion...*) categories.





### Tip

Encourage learners to conduct critical discussions during the sorting and classifying processes

### Comparative Analysis

**Task 2:** Learners examine different artworks, identifying materials, techniques and purposes of each form, analyzing their styles, cultural significance and artistic techniques.

- Discussing the Functions of Visual Arts (*Income Generation, Identity, Cultural Heritage...*)

### Community Exploration

**TASK 1:** Learners to identify local artists and analyze how their work contributes to society



### Tips

1. Provide real-life examples of artists who earn a living from their art (*fashion designers, painters, sculptors*).
  2. Divide the class into groups to discuss the importance of Visual Arts in economic and cultural development.
- Producing Artworks Using Forms of Visual Arts

### Practical

**Task 1:** Learners create simple artworks using different materials (*painting, sculpture, textile art*).

### Creative Workshop

**Task 2:** Learners to produce crafts (*beadwork, clay modeling, or fabric painting...*)



### Tips

1. **Use real-world examples** to make lessons relatable. Encourage learners to bring in items from home that represent Fine Arts, Crafts, or Design.
2. **Encourage creativity** by allowing students to experiment with different materials and techniques.
3. **Use multimedia resources** (videos, slides, online galleries) to expose learners to diverse art forms.
4. **Facilitate group discussions** to help learners appreciate different perspectives on Visual Arts.
5. **Provide constructive feedback** during practical sessions to motivate learners.

This structure ensures an engaging, hands-on, and discussion-based approach to learning Visual Arts.

**Expected standard:** Forms of visual Arts identified correctly



### Assessment

- ❖ Make an assessment to ensure that the learners correctly identify and analyze the different categories of Visual Arts.
- ❖ Prepare the tasks and allocate time for practical and oral assessments during and after the lesson, based on different forms of Visual Arts.



### Summary

This subtopic looked at the 3 categories of Visual Arts which are Fine Arts, Crafts and Design.

## 1.1.4 SUBTOPIC: PIONEERS OF ZAMBIAN VISUAL ARTS

### Introduction

This subtopic will discuss pioneers of the *Zambian Visual Arts*. Over the past 30 years there has been an increase in the number of *Zambian* artists. The term “*Zambian*” used in this context, includes any artist working and living in *Zambia*.

Some of the prominent artists in *Zambia* were trained at *Evelyn Hone College* which was opened just before independence and through its courses has trained a large number of the artists and designers, others furthered their studies in universities abroad.

Some of the pioneering artists include: (*Henry Tayali, Gabriel Ellison, Cynthia Zukas, Akwila Simpasa, Godfrey Setti, Shadreck Simukanga, Martin Abasi Phiri...*).

Learners shall explore pioneers of Zambian Visual artists and their works.

#### 1.1.4.1 Specific Competence: Identify pioneers of Zambian Visual Arts



##### Learning Activities

**Learning Environment set up:** (in-door, out-door, natural artificial or technological)

##### Suggested Learning & Teaching Materials

- i. Images and prints of artworks by Zambian Visual Arts Pioneers.
- ii. Books, articles, and online resources on Zambian Visual Arts Pioneers.
- iii. Documentaries and interviews featuring Zambian Visual Arts Pioneers.
- iv. Museum or gallery visits (physical or virtual).
- v. Biographical notes on Henry Tayali, Gabriel Ellison, and other Visual Arts Pioneers.
- vi. Readily-made art works
- vii. Various paintings
- viii. Online resources (*museum, websites or art databases...*)

#### Activity 1: Identifying Pioneers of Zambian Visual Arts

##### Research

**Task 1:** Learners to research and create short biographies, highlighting Zambian Visual Art Pioneers (*Henry Tayali, Gabriel Ellison, Cynthia Zukas, Akwila Simpasa, Godfrey Setti, Shadreck Simukanga, and Martin Abasi Phiri...*)



##### Tips

1. Provide learners with images of artworks and short artist descriptions and have them match each artist to their work.
2. Research work and pre-tasks to be given to learners prior to the lessons

#### Activity 2: Critiquing Works of Pioneer Visual Artists

##### Artwork Analysis

**Task 1:** Provide learners with images or descriptions of famous Zambian artworks and guide them through a structured critique, analyzing elements such as technique, theme, and cultural significance.



### Class Discussion

**Task 2:** Learners discuss how pioneer artists have influenced contemporary Zambian art.

### Presentation

**Task 3:** Groups prepare and present critiques of selected works, focusing on artistic style, message and historical impact.



### Tips:

1. Provide context by discussing Zambia's Art History and how Visual Arts have developed over time.
2. Encourage independent research by assigning artists to learners to investigate.
3. Use multimedia resources such as videos, online galleries and books to provide visual examples of the artists' works.
4. Promote critical thinking by guiding learners to analyze how historical and social factors influenced pioneer artists.
5. Facilitate group discussions to compare different artistic styles and perspectives.

**Expected standard:** Pioneers of Zambian Visual Arts identified appropriately



### Assessment

- ❖ Make an assessment to ensure that the learners identify pioneers of Zambian Visual artists (*sculptors, painters, graphic designers, potters...*) and their works.
- ❖ Prepare tasks and allocate time for practical and oral assessments based on pioneers of Zambian Visual Artists.



### Summary

This subtopic looked at Some of the pioneers of Zambian Visual Artists which included Henry Tayali, Gabriel Ellison, Cynthia Zukas, Akwila Simpasa, Godfrey Setti, Shadreck Simukanga, Martin Abasi Phiri as well as their works.

## 1.1.5 SUBTOPIC 5: ELEMENTS OF ART

### Introduction

In this topic the learners shall be exposed to the significance of Elements of Art. This results in making of illustrations (*fabric, advertisement, packaging, books, stationery...*)

It is therefore important that, Art elements are known to be parts used to make artwork (*line, shape, tone, form colour, texture and pattern...*).

### 1.1.5.1 Specific competence: Apply Art Elements in practical activities.



#### Learning Activities

**Learning Environment set up:** in-door, out-door 1(natural, artificial and technological)

#### Suggested Teaching and Learning materials

- i. Ready-made art works
- ii. Online resources such as websites or art databases
- iii. Drawing paper, sketchbooks, coloured pencils, paints, and brushes
- iv. Calligraphy pens or markers

**Activity 1:** Identifying Art Elements (*Line, shape, space, value, texture, tone and colour*).

#### Discussion and demonstration

**Task1:** Learners to identify, discuss and analyse Art Elements.

#### Demonstration and experimenting

**Task2:** Learners to experiment with Art Elements to express and communicate ideas

(*Using lines to create contour, gesture drawings and calligraphy writing...*)

**Activity 2:** Analysing the use of shape, form and space



#### Discussion and demonstration

**Task 1:** Learners to explore using basic geometric shapes to create abstract designs of shape, form and space

**Activity 3:** Creating Artworks with the use of shape, form and space

## Demonstration and experimenting

**Task 1:** Learners to make a mixed media art project by combining shape, form and space in a single artwork.



### Tips

1. Demonstrate before practice to help learners understand techniques.
2. Use different art tools to make learning interactive and engaging.
3. Start with basics: Introduce primary shapes (square, circle, triangle, rectangle) and explore their properties.
4. Use real-life examples: Point out shapes in everyday objects, architecture, and nature.
5. Explore positive and negative space: Discuss the relationship between objects and the space around them

**Expected standard:** Art elements in practical activities applied correctly



### Assessment:

- ❖ Provide constructive feedback: Offer feedback that encourages learners to refine their understanding of elements of Art (*Line, shape, space, value, texture, tone and colour*).
- ❖ Prepare the tasks and allocate time for practical and oral assessments based on elements of art.



### Summary

This subtopic looked at elements of art as parts used to make artwork and examples include: line, shape, tone, form colour, texture and pattern.

## 1.1.6 SUBTOPIC 6: PRINCIPLES OF ART

### Introduction

This sub-topic will discuss Principles of Art which serve as the foundation for creating visually appealing and effective artworks. By understanding and applying these principles, learners will be able to exhibit their creativity and produce innovative artworks that showcase their unique perspective (*balance, proportion, rhythm, harmony and space...*)

**1.1.6.1 Specific competence: Create an Art work showing prominent use of one or more of the Art principles**



### Learning Activities

**Learning Environment set up:** In-door, out-door (natural, artificial and technological)

### **Suggested Teaching and Learning materials**

- i. Art textbooks or online resources that provide examples and explanations of the Art Principles.
- ii. Art materials and tools (*paints, markers, coloured pencils, paper...*) that learners can use to create their artworks.

### **Activity 1: Defining Art Principles**

#### **Research**

**Task 1:** Learners to collect readily made images (*illustrations, photographs, magazine image cut-outs...*)



#### **Tip:**

Learners to define the Art Principles (*balance, proportion, emphasis, movement, pattern, unity, contrast...*) and provide examples of each principle in various artworks.

### **Activity 2: Discussing the use of Art Principles as applied in Art works.**



#### **Discussion**

**Task 1:** Analyze and discuss how artists use Art Principles to create composition and the meaning in their artworks.



#### **Tips**

1. Provide examples of artworks that effectively use one or more art principles.
2. Creating an Artwork Showing Use of One or More Art Principles

#### **Demonstration**

**Task 1:** Learners to create artworks that demonstrate art principles.

**Task 2:** Learners to experiment with different materials and techniques to create unique artworks.

**Task 3:** Learners to discuss and display their artworks.



### Tips

1. Use visual aids such as diagrams, charts, and examples of artworks to help learners understand and remember the art principles.
2. Encourage learners to experiment and explore when creating their artworks, as this will help them develop their creativity and problem-solving skills.
3. Encourage learners to interact and engage critically during the analytical stages

**Expected standard:** Artwork showing prominent use of one or more of the Art principles created appropriately



### Assessment:

- ❖ You should make an assessment to ensure that the learners adequately apply the art principles in practical activities
- ❖ Prepare the tasks and allocate time for practical and oral assessments based on art principles



### Summary

This subtopic looked at art principles as guidelines which are used to arrange the art elements and these are called art principles (*balance, proportion, rhythm, harmony, space...*).

## 1.1.7 SUBTOPIC: BASIC SHAPES

### Introduction

This sub-topic will discuss Principles of Art which serve as the foundation for creating visually appealing and effective artworks. By understanding and applying these principles, learners will be able to exhibit their creativity and produce innovative artworks that showcase their unique perspective (*balance, proportion, rhythm, harmony and space...*)

#### 1.1.7.1 Specific competence: Apply basic shapes in drawing





## Learning Activities

**Learning Environment set up:** in-door, out-door (natural, artificial and technological)

### Suggested Teaching and Learning materials

- i. Geometric shape blocks or puzzles to help learners visualize and identify the basic shapes.
- ii. Drawing paper and pencils or markers for learners to practice drawing and applying basic shapes.

#### Activity 1: Identifying Basic Shapes

**Task 1:** Define and explain the basic shapes (*cuboid, pyramid, cone, rectangular box...*)



### Tips

Show pictures or objects of the basic shapes to learners and ask them to identify each shape.

#### Activity 2: Applying Basic Shapes in Drawing

### Creative Drawing

**Task 1:** Learners to draw simple objects using basic shapes, such as a house (rectangular box), a tree (cylinder), or a car (cuboid).

**Task 2:** Learners to use basic shapes to create their own creative drawings, such as animal, a robot, or a fantasy creature.



### Tips

1. Use real-life objects to demonstrate the basic shapes and make it more relatable for learners.

2. Encourage learners to experiment with different shapes and combinations to develop their critical thinking and creativity.

**Expected standard:** Basic shapes applied in drawings correctly



### Assessment

- ❖ Observation of learners during drawing activities
- ❖ Review of learners' drawings for accuracy and creativity
- ❖ Quizzes or tests to assess learners' understanding of basic shapes



### Summary

This subtopic introduced learners to basic shapes and their application in drawing. Through interactive activities and creative drawing exercises, learners would have developed their understanding of basic shapes and their ability to apply them in artistic expressions.

## 1.1.8 SUBTOPIC 8 -TYPES OF SHADING

### Introduction

Shading techniques help artists create **realistic drawings** by showing the effect of light and shadow. Different techniques allow for different textures and moods in artwork. This subtopic will explore various shading techniques and their application in drawings.

#### 1.1.8.1 Specific Competence: Apply various shading techniques



### Learning Activities

**Learning environment set up:** In-door and outdoor (natural / artificial and technological)

### Suggested Teaching and Learning Materials:

- i. Samples of shaded drawings.
- ii. Printed or digital images of artworks with shading.
- iii. Graphite pencils, charcoal, and erasers.
- iv. Visual aids (posters or slides).

**Activity 1:** Discussing Various Shading Techniques

### Observation and Discussion

**Task 1:** Learners to observe and discuss different shading techniques (**pointillism, hatching, cross-hatching, smudging, scribbling, smashing**).

Analysis

**Task 2:** Learners to analyze **real-life objects or famous drawings** to identify shading techniques used by artists.



### Tips

Demonstrate each technique on the board.

1. **Hatching** and **cross-hatching** create texture and contrast.
2. **Pointillism** is best for subtle shading effects.
3. **Smudging** gives smooth transitions between light and dark areas.
4. **Scribbling** can create rough textures.

**Activity 2:** Applying Tonal Gradation on Drawings

### Demonstration and Discussion

**Task 1:** Learners to create a **simple drawing** of a GREY scale from WHITE to BLACK using **at least any shading techniques of their choice**.

Each learner will **explain their choice of shading techniques** and the effects achieved.



### Tips:

1. The **direction of the light source** affects shading.
2. Darker tones represent **shadows**, while lighter tones represent **highlights**.
3. Gradual transitions make drawings look **more realistic**.

**Activity 3:** Applying Various Shading Techniques in a Composition

### Suggested Teaching and Learning Materials:

- i. Objects (*cubes, spheres...*) for light and shadow observation.
- ii. Graphite pencils (*HB, 2B, 4B, 6B...*)
- iii. Blending tools (*tissue paper, blending stumps...*)

**Task 1:** Learners to practice **tonal gradation** by shading a sphere or cube from **dark to light** using different shading techniques.



### Tips

1. Apply **light source principles** to the shading exercises.
2. Different shading techniques can be combined for **texture and contrast**.
3. Smudging can create a **smooth transition**, while hatching can define **sharp edges**.
4. Layering **cross-hatching** increases **depth and darkness**.

**Expected standard:** Apply various shading techniques appropriately to create tonal variations in drawings.



### Assessment

- ❖ **Observation:** Monitor learners' shading application during practical work.
- ❖ **Practical Work:** Learners produce a shaded artwork using different techniques.
- ❖ **Oral Questioning:** Ask learners to explain how and why they used specific shading techniques.



### Summary

Shading enhances realism in drawings by adding depth, light, and shadow.

There are different shading techniques:

**Pointillism (stippling):** Uses dots for shading.

**Hatching:** Uses parallel lines.

**Cross-hatching:** Overlapping lines for darker tones.

**Smudging:** Blending for smooth transitions.

**Scribbling:** Freehand scribbles for texture.

**Mashing:** Pressing and smudging for rough textures.

**Tonal gradation** transitions from dark to light.

**Effective shading depends on light source and material choice.**

This lesson provides **foundational shading skills** that will help learners improve their **artistic expression and drawing techniques**

## 1.1.9 SUBTOPIC 9: DIFFERENT TEXTURES

Introduction:

This subtopic exposes the learners to different textures. Texture can be split into various categories. (actual, visual, natural, man-made ...) These are just a few examples of many different textures that exist. Texture can add depth, interest and emotion to an artwork. The focus in this study will be on texture and value.

**1.1.9.1 Specific Competence: Compose pictures using a variety of textures and values**



## Learning Activities

**Learning Environment set up:** in-door, out-door (natural / artificial and technological)

### Suggested Learning and Teaching Materials

1. Various materials that demonstrate actual texture, such as sandpaper and velvet
2. Art supplies, such as paints, markers, and coloured pencils, for learners to create their textures.

**Activity 1:** Defining Art Elements (*Texture and Value*)



#### Discussion

**Task 1:** Define and explain the art elements of texture and value and provide examples of each.



#### Tip

Show learners' examples of artworks that demonstrate different textures and values, ask them to identify and describe the textures and values used.

**Activity 2:** Identifying Different Textures (*Actual and Visual Texture*)



#### Discussion

**Task 1:** Learners to identify and describe different visual textures



#### Tips:

1. Provide learners with various materials that demonstrate actual texture, such as sandpaper, velvet, ask them to identify and describe the textures.
2. Creating Textured Artworks

### Demonstration

**Task 1:** Ask learners to create artworks that demonstrate a variety of textures, values and shading using different materials and techniques.

## Experimentation

**Task 2:** Learners to experiment with different textures and values to create unique and interesting effects.



### Tips:

1. Use a variety of materials and examples to demonstrate different textures and values.
2. Encourage learners to experiment and explore further when creating their artworks.  
artworks.

**Expected standard:** Pictures composed using a variety of textures and values appropriately



### Assessment:

- ❖ Observation of learners during art-making activities
- ❖ Review of learners' artworks for texture, value, and shading



### Summary:

This module introduced learners to the Art Elements of texture and value and provided opportunities for them to explore and experiment with different textures, values, and shading in their artworks.

## 1.2 HISTORY OF ZAMBIAN ART

### Introduction

In this topic, explain to the learners the importance of prehistoric rock art as it will help to promote its preservation and promotion. Zambia is home to a rich collection of pre - historic rock art,

The Rock paintings depict a range of themes including human figures, animals and abstract designs. Additionally, it has cultural importance as it provides valuable insights into beliefs, practices and cultural patterns of people who created the paintings.

Zambia has a number of other rock art sites, which feature geometric and figurative rock art traditions. These rock art sites are not only important cultural and historical treasures but also provide a unique window into the lives and experiences of Zambia's ancient inhabitants.



### Key words/terms/vocabulary:

- Pre-historic period
- Rock-Art
- Written records
- Ancient

**General Competences:** Critical thinking, Environmental Sustainability.

## 1.2.1 SUBTOPIC: PRE-HISTORIC ROCK ART OF ZAMBIA

### Introduction

Pre-Historic Rock Art is referred as to the images, symbols and designs created by ancient humans on rocks, caves, wall and other stone surfaces during the Pre-historic period, which spans from the emergence of early humans to the development of written records.

The Rock Art paintings depict a range of themes including human figures, animals and abstract designs.

### 1.2.1.1 Specific Competence: Analyse the Pre-Historic Rock Art of Zambia



### Learning Activities

**Learning Environment set up:** in-door, out-door (natural / artificial / technological)

### Suggested Teaching and Learning materials

- i. Online resources such as websites or art databases
- ii. Reference books
- iii. Videos

### Activity 1: Analysing the Pre-historic rock Art of Zambia



### Discussion

**Task 1:** Learners to identify the Pre-historic rock Art sites of Zambia

**Activity 2:** Researching on the pre-historic arts of Zambia: (*materials and tools, themes, styles of painting...*)

### Field trip

**TASK 2:** Learners to research on materials and tools, themes, styles on Pre-historic arts of Zambian painting.



### Tips

Here are some steps:

1. Prepare interactive activities
2. Define Rock art, and its significance,
3. Display images or videos of different art styles, and techniques
4. Describe the materials and techniques used to create Rock-art
5. Discuss the cultural significance, spiritual, historical importance of rock art

**Expected standard:** Pre-historic Rock Art of Zambia analysed correctly



### Assessment

- ❖ Make an assessment to ensure that the learners analyse Pre-Historic Rock Art of Zambia.
- ❖ Prepare the tasks and allocate time for practical and oral assessments based on local Pre-Historic Rock Art of Zambia



### Summary:

This subtopic looked at Pre - historic rock art in Zambia. These rock art paintings are attributed to Stone. The Rock Art paintings depict a range of themes including human figures, animals and abstract designs. Rock art painting key features which attributed to hunter – gatherers and the materials used as well as the cultural significance.

### 1.2.2 SUBTOPIC: TRADITIONAL CRAFTS

Zambia has a rich cultural heritage and traditional crafts play a significant role in preserving and showcasing this heritage. some examples of traditional crafts:

Woodcarvings - Makishi masks, wooden figurines, functional and decorative wooden items.

Basketry – woven basket, winnowing baskets and ornamental baskets

Textiles – chitenge, batik, embroidery

Ceramics – hand pottery, wheel thrown pottery

Metal work – blacksmithing

Other crafts – leatherwork, stone carvings, weaving



These traditional crafts not only showcase Zambia's rich cultural heritage but also provides a source of income for many local artisans.

### 1.2.2.1 Specific competence: Identify traditional crafts.



#### Learning Activities

**Learning Environment set up:** in-door, out-door (natural/ artificial / technological)

#### Suggested Teaching and Learning materials

- i. Online resources such as websites or art databases
- ii. Reference books
- iii. Videos

**Activity 1:** Identifying the traditional crafts (*reed mats, stools, mortar and pestle...*)

#### Project work

**TASK1:** Learners to make various traditional crafts (*reed mats, stools, mortar and pestle...*)



#### Tips

1. Encourage learners to freely explore and experiment with various working media
2. Take safety pre-cautionary measures and observations on social, cultural and environmental norms/accessories/ working tools



**Expected standard:** Traditional crafts identified accordingly.

#### Assessment

- ❖ Make an assessment to ensure that the learners identified and analysed Pre-Historic Rock Art of Zambia.
- ❖ Prepare the tasks and allocate time during the material collection process and also practical/ oral assessments based on Pre-Historic Rock Art of Zambia



#### Summary:

This subtopic looked at Pre - Historic rock art in Zambia. These rock art paintings are attributed to Stone age. The Rock Art paintings depict a range of themes including human

figures, animals and abstract designs. Rock Art paintings key features attributed to hunter – gatherers and the materials used as well as the cultural significance.

## 1.3 INTRODUCTION TO COLOUR

### Introduction

Colour is what is perceived when waves of light strike the retina of the eye. The colour we see on objects is derived from artificial or natural light. Colour plays a vital role in various real-life situations, influencing our emotions, perceptions, and behaviours.

Colour plays a vital role in various aspects of our lives, from marketing and art to safety and therapy. Understanding the importance of colour can help us make informed decisions, communicate more effectively, and appreciate the world around us.

The topic shall look at the types of colour and colour schemes

**General Competence(s):** communication, critical thinking, analytical thinking, problem solving and collaboration



### Key words/terms/vocabulary:

- Colour Harmony: this refers to the relationship between or among groups of colours.
- Colour: Colour is what is perceived when waves of light strike retina of the eye.
- Hue: This is the name of a colour in its purest form
- Shade: a colour where black has been added
- Tint: a colour where white has been added
- Pigment: is a matter that gives colour to materials such as paints, dyes, crayons, or inks.

## 1.3.1 SUBTOPIC: TYPES OF COLOURS

### Introduction

Colour is a powerful Element of Art that evokes emotion, conveys meaning and adds depth and interest to creations. In this subtopic, the world of colour relationships will be explored, learning about the colour wheel, primary and secondary colours, warm and cool colours and how to mix and match colours to create harmonious and contrasting effects.

### 1.3.1.1 Specific Competence: Experiment colours of the spectrum



### Learning Activities

**Learning Environment:** In-door, out-door (natural/ artificial / technological)

### Suggested Teaching and Learning Materials:

- i. Colour wheel diagrams

- ii. Colour spectrum poster
- iii. Colour theory handouts
- iv. Colour workbooks
- v. Water colours, crayons...

**Activity:** Experiment colours of the spectrum

### Demonstration

**Task 1:** Learners to identify the colours and their order.



#### Tips:

1. Introduce the concept of the visible spectrum and its colours.
2. Ask learners to draw and label the colors they observed.
3. Have them write down their observations and any questions they may have.

**Expected standard:** Experimenting colours of the spectrum (*primary, secondary and tertiary*)



#### Assessment:

- ❖ Make an assessment to ensure that the learners experiment with colours of the spectrum, appropriately.
- ❖ Prepare tasks and allocate time for practical experimenting colours of the spectrum on a colour-wheel.



#### Summary

In this subtopic; Primary, Secondary and Tertiary colours were experimented and explored on a colour-wheel.

## 1.3.2 SUBTOPIC: COLOUR SCHEMES

### Introduction

These are combinations of colours used to create some beautiful sceneries. There are several types of colour schemes. When white light passes through a triangular –shaped piece of clear glass called a prism it is separated into the colours of the spectrum. Here are the main types of colour schemes: (*Monochromatic, Complementary, Analogous, Triadic, Warm and Cool...*)

#### 1.3.2.1 Specific Competence(s) Use colour schemes in painting exercises



#### Learning Activities

**Learning Environment set up:** set up in-door, out-door (natural/ artificial / technological)

**Suggested Teaching and Learning Materials:**

- i. Colour wheel diagrams
- ii. Colour schemes example: visual aids showing different colour schemes.
- iii. Colour scheme work sheets
- iv. Colour theory workbooks
- v. Online colour tutorials ...

**Activity:** Using colour schemes in the painting exercises (*Monochromatic, Analogous, Tertiary, Complementary, Colour triads Split complementary...*)

### Practical

**Task 1:** Learners to create painted images/illustrations that represents a specific colour scheme and atmosphere.



#### Tips:

1. Provide learners with the appropriate colours
2. A sample of the colour chart / wheel should be provided

**Expected Standard:** Colour schemes used in the painting exercises appropriately



#### Assessment

- ❖ Make an assessment to ensure that the learners used colour schemes in a painting activity, appropriately.
- ❖ Prepare tasks and allocate time for practical activities on colour schemes.
- ❖ Observe learners during the activity and assess their participation.
- ❖ Review their paintings
- ❖ Conduct class discussions to assess learner skill acquisition.



#### Summary

In this subtopic, the main types of colour schemes (*Monochromatic, Complementary, Analogous, Triadic, Warm and Cool...*) were looked at.

## 1.4 STUDIO PRACTICE (DRAWING AND PAINTING).

### Introduction

Studio practice in Art and Design refers to the practical activities that artists engage in within their studio environment. It encompasses a wide range of activities such as creating art, experimenting with different materials and techniques, conducting research, and exploring conceptual ideas. Essentially, it's where artists spend significant time developing their artistic skills, refining their creative processes, and producing artworks.

Studio Practice often involves critical reflection, peer feedback, and sometimes collaboration with other artists or professionals in related fields. It's a fundamental aspect of artistic development and plays a crucial role in the evolution of an artist's style, concepts, and technical proficiency. In this case under studio studies at this level we shall look at some common Tools and Materials in drawing, Types of Drawing and Painting and Forms of Drawing.

**General Competences:** Critical thinking, Analytical thinking, Problem Solving, Environmental Sustainability, Collaboration.

### 2. Key Terms/Words/Vocabulary

- Tools: (Charcoal, chalk, pastels, crayons, pencils, pens...)
- Materials: Paper, ink, walls, floors, fabrics
- Medium: The substance used in creating artwork
- Texture: The feel or appearance of a surface

Composition: The arrangement of visual elements in an artwork:

- Realistic Drawing
- Abstract Drawing
- Non-Objective Art
- Shading Techniques
- Sketch
- Study
- Complete Work.

## 1.4.1 SUBTOPIC: TOOLS AND MATERIALS

### Introduction

This topic introduces learners to the fundamental tools and materials used in drawing and painting. It explores different tools such as charcoal, chalk, pastels, crayons, pencils and pens, as well as various materials like paper, ink, walls, floors, and fabrics. The importance of selecting and using appropriate tools and materials for artistic expression will be highlighted.

Understanding the different tools and materials in art is essential for creating effective drawings and paintings. Each tool and material has unique properties that affect the final artwork.

#### 1.4.1.1 Specific Competence: Use a variety of tools and materials for drawing and painting



## Learning Activities

**Learning Environment set up:** in-door, out-door (natural/ artificial / technological)

### Suggested Teaching and Learning Materials:

Samples of tools and materials, pictures, demonstrational videos (*Drawing papers, charcoal, pastels, crayons, pencils, ink, various surfaces, paper, fabric, walls...*)

**Activity1:** Discussing the use of various tools and materials for drawing



### Discussion

**Task 1:** Learners in groups to identify various working tools used for drawing (*charcoal, chalk, pastels, crayons, pencils, pens...*) and materials (*paper, ink, walls, floors, fabrics...*) through visual presentations and physical samples.



### Tips:

Engage learners in a discussion on the characteristics and uses of each tool and material.

**Activity 2:** Experimenting with tools and materials

### Group work

**Task 1:** Divide Learners into groups to try out different tools on various materials.

**Task 2:** Each group presents their findings, discussing the effects of different tools on different surfaces.



### Tips:

Different papers absorb ink differently; crayons work best on textured surfaces; walls can be used for murals.

**1.4.1.1 Expected Standard:** Variety of tools and materials for drawing used accordingly



**Assessment** should be conducted through:

- ❖ **Observation:** Checking how learners handle and use materials.
- ❖ **Practical Work:** Learners create an artwork using different tools and materials.



## Summary

In this subtopic, Tools and Materials used for drawing and painting were looked at.

### 1.4.2 SUBTOPIC: TYPES OF DRAWING AND PAINTING

Introduction:

Artists use different types of drawing and painting to express their creativity. The three main types under discussion include realistic, abstract, and non-objective art, each serving a unique purpose in communication and artistic representation.

#### 1.4.2.1 Specific Competence: Identify types of drawing and painting.



### Learning Activities

**Learning Environment set up:** in-door, out-door (natural/ artificial / technological)

**Suggested Teaching and Learning Materials:** (*Drawing papers, paints, pencils, brushes*)

**Activity 1:** Identifying realistic and abstract drawings

**Peer review**

**Task 1:** Learners present examples of realistic, abstract, and non-objective art.

**Critique**

**Task 2:** Learners analyze and categorize images based on their characteristics.



### Tip

Realistic art closely resembles real objects, abstract art distorts reality, and non-objective art does not represent specific objects.

**Task 1:** Learners create their own artworks using one of the three styles.



### Tip:

1. The teacher guides learners through the process of sketching, shading, and colouring.
2. Encourage experimentation with different media and techniques to explore artistic expression.

, pastels...)

**Expected Standard:** Learners should correctly identify and apply different types of drawing and painting.



### Assessment

- ❖ Make an assessment to ensure that the learners used the types of drawing / painting identified and applied correctly
- ❖ Prepare the tasks and allocate time for practical and oral assessments based on types of drawing and painting



### Summary

In this subtopic, the main types of drawing were explored (realistic, abstract, and non-objective). Learners practiced identifying and creating different types of drawings and paintings.

## 1.4.3 SUBTOPIC: FORMS OF DRAWING

### Introduction

Drawing takes various forms, each serving a different purpose. The three main forms are sketches, studies, and complete works, which artists use at different stages of their creative process.

#### 1.4.3.1 Specific Competence: Demonstrate forms of drawing



### Learning Activities

**Learning Environment set up:** in-door, out-door (natural/ artificial / technological)

### Suggested Teaching and Learning Materials:

- i. Samples of sketches, studies, and complete works, visual aids, art books.
- ii. Drawing papers, pencils, charcoal, erasers, reference images

### Activity 1: Demonstrating forms of drawing



### Discussion

**Task 1:** Learners observe and discuss the characteristics and purpose of each form.



### Tips:

1. The teacher introduces sketches, studies, and complete works through visual examples.



2. Sketches are quick and rough; studies are more detailed and focused on specific aspects; complete works are finished pieces.

### Practical

**Task 1:** Learners practice making sketches of simple objects.

**Task 2:** Learners refine their sketches into detailed studies focusing on shading and texture.

**Task 3:** Learners create a complete drawing using elements from their sketches and studies.



#### Tip:

Emphasize the importance of planning in art, how sketches guide studies and how studies inform complete works.

**Expected standard:** Forms of drawing demonstrated accordingly



#### Assessment

- ❖ Make an assessment to ensure that the learners used the various Forms of Drawing, appropriately.
- ❖ Prepare the tasks and allocate time for practical and oral assessments based on Forms of Drawing.



#### Summary

In this subtopic, the Forms of drawing were explored ((*sketches, studies, complete work*). Learners practiced identifying and creating different forms of drawings.

## 1.5 GRAPHIC DESIGN

### Introduction

The topic will cover Lettering, Poster making and Computer Aided Design (CAD). Graphic design helps learners develop their creative, technical and critical thinking skills; it also enhances opportunities by preparing them for the creative industry in careers to do with advertising, marketing, publishing and digital media.

Specific Competence: Design various types of cards using a computer

**Hook:** Most visual commercial communications produced incorporate text (*lettering*) and images (*pictures*). Modern trends utilize computers as a design tool to produce fascinating designs for different purposes/presentations.



#### Key words/terms/vocabulary:

Posters, Calligraphy, Typography, Composition, Computer Aided Design, Product Design, Crosscutting issues, Lower case, Upper case, Letter spacing, Word spacing, Serif. Bar, Stem and Bowl.

## 1.5.1 SUBTOPIC: LETTERING

### Introduction

Lettering involves creation of standard (*decorative or expressive*) letterforms that can be used in Graphic Designs, Typography and Calligraphy.

#### 1.5.1.1 Specific Competence – Design letters



#### Learning Activities

**Learning Environment set up:** in-door, out-door (natural/ artificial / technological)

**Suggested Teaching and Learning materials:**

- i. Drawing boards
- ii. Plain papers
- iii. Compass
- iv. Eraser
- v. Calligraphy pens
- vi. Pencils
- vii. Pens
- viii. Rulers

**Activity 1:** Identifying and defining letters / related terms (*lower case, upper case / types of letters, Letter spacing, word spacing, block and Roman lettering...*)

**Task 1:** Ask learners to write their own names in any font (*upper case, lower case, cursive, Calligraphy...*)

**Task 2:** Learners to present various written names (word tags) and paste them on the wall, board or floor.



#### Tips:

1. Teacher to paste standardised names to the written word tags.
2. In the absence of computers, readily made standardised word tags shall be presented

**Activity 2:** Defining Calligraphy



## Discussion

**Task 1:** Learners to define and discuss a variety of Calligraphy styles and they should comment on the aesthetic appeals.



### Tip:

Readily made teaching aids on various styles of Calligraphy

## Peer Review

**Task 2:** Participate in a guided class discussion held to explore how calligraphy is different from other typefaces.



### Tip:

Learners will be enlightened on the expected definition of Calligraphy.

**Activity 3:** Functions of lettering

**Fieldtrip** (Study tour)

**Task 1:** Visit a library to look at different (*books, newspapers, posters, journals...*) literature to appreciate the functions of lettering.



### Tips:

A variety of pre-arranged text materials (*books, newspapers, posters, journals and other literature...*) to appreciate the functions of lettering can be availed to the learners in case of lack of a library.

A local study tour to a nearby area that has a variety of signage so that learners can be exposed to different typefaces (*billboards, sign posts, shop writings...*).

**Activity 4:** Identifying careers relating to lettering works

**Task 1:** Learners to match careers (*sign writers, graphics designers, calligrapher, illustrator, Stationary designer...*) relating to lettering works (*packaging, posters, cards, billboards, magazines, newspapers, certificates...*)



### Tip:

Collect various materials relating to lettering works and engage/expose learners in discussion sessions to match the appropriate careers aligned to the named products (Calligrapher-certificate writing...)

## Activity 5: Designing letters

### Practical Project

**Task 1:** Learners to design letters aesthetically in lower and upper cases in order to explore/experiment by manipulating the designed standardised lettering (*Grid Lettering*)



**Tip:** Learners shall be exposed to standard lettering from A - Z

**Expected Standard-** Letters designed correctly



### Assessment

- ❖ Observe learners as they practice different lettering techniques, such as hand- lettering, calligraphy, or typography.
- ❖ Evaluate a comprehensive lettering project, such as a poster, brochure or signage design, that demonstrate learners understanding of lettering principles and techniques.



### Summary

This sub-topic looked at identifying and defining letters / related terms (*lower case, upper case / types of letters, Letter spacing, block...*), defining Calligraphy, functions of lettering and identifying careers relating to lettering works.

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