

**GRZ
NOT FOR SALE**



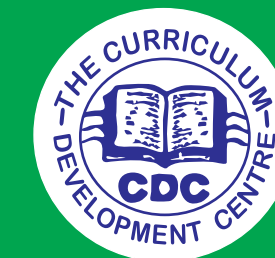
Republic of Zambia
Ministry of Education

ISBN:978-9982-00-933-8



Printed by
Zambia Educational Publishing House

ART AND DESIGN SYLLABUS
SECONDARY EDUCATION ORDINARY LEVEL
FORM 1 – 4



DEVELOPED BY THE CURRICULUM DEVELOPMENT CENTRE
LUSAKA
2024



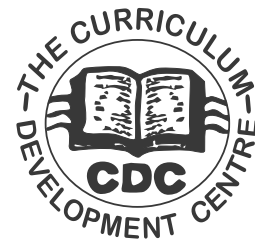
Republic of Zambia

MINISTRY OF EDUCATION

ART AND DESIGN SYLLABUS

ORDINARY LEVEL SECONDARY EDUCATION

FORM 1 – 4



Developed by The Curriculum Development Centre

2024

© Curriculum Development Centre, 2024

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the copyright owner.

ISBN:978 9982-00-933-8

First published 2024 by
Zambia Educational Publishing House
Light Industrial Area
Chishango Road
P. O. Box 32708
Lusaka, Zambia.



Printed by:
Zambia Educational Publishing House (ZEPH)

TABLE OF CONTENT

| | |
|---|------------|
| VISION | v |
| PREFACE | vi |
| INTRODUCTION | vii |
| Structure of the Syllabus..... | viii |
| Suggested Teaching Methodology..... | viii |
| Time Allocation..... | viii |
| Assessment..... | viii |
| Competences to be Developed..... | ix |
| FORM 1 | 1 |
| 1.1 Introduction to Art, Crafts And Design..... | 1 |
| 1.2 History of Zambian Art-I..... | 4 |
| 1.3 Introduction to Colour..... | 5 |
| 1.4 Studio Practice..... | 5 |
| 1.5 Graphic Design..... | 6 |
| 1.6 Pattern and Design | 7 |
| 1.7 Drawing and or Painting From Imagination..... | 7 |
| 1.8 Drawing and or Painting From Observation..... | 7 |
| 1.9 Drawing and or Painting From Still Life..... | 7 |
| 1.10 Figure Drawing..... | 7 |
| 1.11 Crafts in 2D..... | 8 |
| 1.12 Crafts in 3D..... | 8 |
| 1.13 Sculpture..... | 9 |
| 1.14 Entrepreneurship..... | 10 |
| FORM 2 | 11 |
| 2.1 History Of Zambian Art- II..... | 12 |
| 2.2 Colour | 13 |
| 2.3 Studio Practice..... | 14 |
| 2.4 Perspective..... | 15 |

| | | |
|---|---|-----------|
| 2.5 | Drawing or Painting From Imaginative Composition..... | 15 |
| 2.6 | Drawing or Painting From Observation..... | 15 |
| 2.7 | Drawing or Painting From Still Life..... | 16 |
| 2.8 | Figure Drawing..... | 16 |
| 2.9 | Crafts..... | 16 |
| 2.10 | Graphic Design..... | 17 |
| 2.11 | Sculpture..... | 18 |
| 2.12 | Entrepreneurship..... | 19 |
| FORM 3 | | 20 |
| 3.1 | Introduction to African Art | 21 |
| 3.2 | Drawing or Painting from Imagination | 21 |
| 3.3 | Drawing Or Painting From Observation..... | 22 |
| 3.4 | Drawing Or Painting From Still Life..... | 22 |
| 3.5 | Figure Drawing or Painting | 22 |
| 3.6 | Crafts | 22 |
| 3.7 | Graphic Design..... | 25 |
| 3.8 | Photography And Filming..... | 26 |
| 3.9 | Sculpture..... | 27 |
| 3.10 | Entrepreneurship..... | 27 |
| FORM 4 | | 28 |
| 4.1 | Introduction To Art Careers..... | 29 |
| 4.2 | World Art History | 30 |
| 4.3 | Drawing Or Painting From Imagination..... | 31 |
| 4.4 | Drawing Or Painting From Observation..... | 31 |
| 4.5 | Drawing Or Painting From Still Life..... | 31 |
| 4.6 | Figure Drawing Or Painting..... | 32 |
| 4.7 | Crafts..... | 32 |
| 4.8 | Graphic Design..... | 33 |
| 4.9 | Photography And Filming..... | 34 |
| 4.10 | Sculpture..... | 34 |
| 4.11 | Entrepreneurship..... | 35 |
| APPENDIX: SCOPE AND SEQUENCE CHART | | 36 |

VISION

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

PREFACE

The Art and Design Syllabus for Ordinary level Secondary Education has been reviewed to provide a national age-appropriate curriculum for learners from Form 1 to 4. The syllabus aims to provide quality education that is aligned with the Competence Based Curriculum and twenty first Century Skills. It also aims to impart the knowledge, skills, values and positive attitudes that are aimed at enabling learners to live and grow into productive and useful members of their communities and the Zambian society.

The syllabus has integrated necessary content/topics for Ordinary Secondary School level to provide holistic development of learners. The content provided at this level is designed to promote and support the linkage between the Ordinary Level Secondary School and Advanced Level Secondary Education.

The content/topics provided in this syllabus are aimed at facilitating holistic development of learners' physical, mental, emotional, social, spiritual and moral faculties. The suggested activities are designed to offer children hands-on experiences through learner centered approaches. Thus, the learners will develop knowledge for their personal and national development. Cross cutting themes and emerging issues such as National Values and Principles, Life Skills and Health Education, Climate Change and Financial Education have been incorporated in the syllabus to ensure that learners cultivate a mindset that prepare them to live responsible lives and be protected from life threatening vices.

It is hoped that the syllabus will make learning at Ordinary Secondary School level more meaningful and enjoyable as it is highly activity oriented and allow for a smooth transition from Ordinary Secondary School Level to the Advanced Secondary School level or Tertiary Education.



Joel Kamoko (Mr.)
Permanent Secretary- Education Services
MINISTRY OF 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.



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

INTRODUCTION

This syllabus is designed to provide necessary competences which include knowledge, positive attitudes, values, and skills to enable the learner understand the specific areas of study in Art and Design. To achieve this, learners are encouraged to exhibit creativity, imagination and innovation. The teaching of this subject is not only aimed at developing the learners' power of imagination and observation but also the sense of beauty and neatness. The Art and Design syllabus, therefore, aims at giving an opportunity to learners to gain practical experience for their livelihood through working with available materials.

Structure of the Syllabus

The syllabus is made up of forms and spread over four years. Topics, subtopics, specific competences, learning activities and expected standards have designed for each form.

Suggested Teaching 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 this Syllabus 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 learners will 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 Competences to be tested. Scheme of assessment will consist of school based assessment and final examination that will be conducted by the Examinations Council of Zambia.

COMPETENCES TO BE DEVELOPED

| S/N | COMPETENCE | DESCRIPTOR |
|-----|------------------------------|--|
| 1 | Analytical Thinking | <ul style="list-style-type: none"> Select and control materials, processes and techniques in an appropriate way. Record analytically from observation and personal experiences. Identify, research and evaluate problems. |
| 2 | Communication | <ul style="list-style-type: none"> Understand of the language of Art relating to elements and principles of Art. Communicate information relevant to an idea, subject or theme in a systematic way. |
| 3 | Creativity and Innovation | <ul style="list-style-type: none"> Draw/paint from memory, imagination and observation. Apply effectively, use of Art elements and principles to produce Art works. |
| 4 | Collaboration | <ul style="list-style-type: none"> Participate fully in the group towards accomplishing a given task. Complement one another while working together. |
| 5 | Critical Thinking | <ul style="list-style-type: none"> Make critical judgments and show a developing appreciation and cultural awareness through ideas and personal images. Understand and appreciate of critical steps used in evaluating paintings and other colour works. Critically evaluate designed works and designing concepts. |
| 6 | Environmental Sustainability | <ul style="list-style-type: none"> Develop sensitivity and appreciation for the preservation and improvement of the environment. Recycle waste materials to create new value. |
| 7 | Financial Literacy | <ul style="list-style-type: none"> Set financial goals. Understand concepts of sources of income, saving, budgeting and profit. State benefits of investing. |
| 8 | Problem Solving | <ul style="list-style-type: none"> Identify problems and plan for investigations in order to find solutions. |
| 9 | Entrepreneurship | <ul style="list-style-type: none"> Generate ideas for simple products, services, or projects. Practice effective presentation and communication of business ideas. Demonstrate how to set up a business. |

FORM 1

| TOPIC | SUB-TOPIC | SPECIFIC COMPETENCE | LEARNING ACTIVITIES | EXPECTED STANDARD |
|---|--|--|---|--|
| 1.1 INTRODUCTION TO ART, CRAFTS AND DESIGN | 1.1.1 Art Awareness and Appreciation | 1.1.1.1 Categorise branches of Art | <ul style="list-style-type: none"> Defining Art (performing, literary and visual) Categorising branches of Art (<i>Visual Art, performing Arts, Digital Art...</i>) Visiting different places where the named branches of Art are found. (<i>Museum, cultural centres...</i>) Critiquing various artworks | Branches of Art categorised accordingly |
| | 1.1.2 Careers in Art and Design | 1.1.2.1 Classify careers in Art and Design | <ul style="list-style-type: none"> Identifying careers in Art and Design Classifying careers in Art and design (<i>Art Teacher, fabric designer, curator...</i>) Matching the artworks to the specific categories of art. (<i>Graphic designer, fine artists,...</i>) | Careers in Art and design classified accordingly |
| | 1.1.3 Visual Arts | 1.1.3.1 Identify forms of Visual Arts. | <ul style="list-style-type: none"> Identifying forms of Visual arts (Fine Arts, Crafts, Design) Discussing the functions of Visual arts (<i>income generation, identity, cultural heritage...</i>) Analysing forms of visual arts. | Forms of visual arts identified appropriately. |
| | 1.1.4 Pioneers of Zambian Visual Arts | 1.1.4.1 Identify pioneers of Zambian Visual Arts | <ul style="list-style-type: none"> Identifying pioneers of Zambian Visual Arts (<i>Henry Tayali, Gabriel Ellison, Cynthia Zukas, Akwila Simpasa, Godfrey Setti, Shadreck Simukanga, Martin Abasi Phiri...</i>) Critiquing works of the pioneer visual artists | Pioneers of Zambian Visual Arts identified accordingly |

| TOPIC | SUB-TOPIC | SPECIFIC COMPETENCE | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-------|--------------------------------|--|--|---|
| | 1.1.5 Elements of Art | 1.1.5.1 Apply Art elements in practical activities | <ul style="list-style-type: none"> Identifying elements of Art (<i>Line, shape, space, value, texture, tone and colour</i>). Experimenting with lines to express and communicate ideas Using lines to create contour, gesture drawings and calligraphy writing Analysing the use of shape, form and space Creating Artworks with the use of shape, form and space | Art elements applied in practical activities correctly |
| | 1.1.6 Principles of Art | 1.1.6.1 Create Artworks using principles of art. | <ul style="list-style-type: none"> Defining Art principles (<i>balance, contrast, unity, proportion, emphasis, Rhythm, pattern, visual movement...</i>) Discussing use of Art principles as applied in Art works. Creating an Art work showing prominent use of one or more of the Art principles | Artworks created using principles of art appropriately. |
| | 1.1.7 Basic Shapes | 1.1.7.1 Apply knowledge of basic shapes in drawing | <ul style="list-style-type: none"> Identifying basic shapes (<i>cuboid, pyramid, cone, rectangular box...</i>) Using basic shapes to draw | Knowledge of basic shapes applied in drawings correctly |
| | 1.1.8 Types of Shading | 1.1.8.1 Apply shading techniques | <ul style="list-style-type: none"> Discussing various shading techniques (<i>pointillism/stippling, hatching, cross hatching, smudging, scribbling, smash...</i>) Applying tonal gradation on drawings Applying various shading techniques | Shading techniques applied appropriately |

| TOPIC | SUB-TOPIC | SPECIFIC COMPETENCE | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-------------------------------------|---|---|--|--|
| | 1.1.9 Different Textures | 1.1.9.1 Compose pictures using a variety of textures and values | <ul style="list-style-type: none"> Defining the Art elements (<i>texture and value</i>) Identifying different textures (<i>actual and visual texture</i>) Exploring a variety of textures, value and shading Composing pictures using a variety of textures and values | Pictures composed using a variety of textures and values appropriately |
| 1.2 HISTORY OF ZAMBIAN ART-I | 1.2.1 Pre-historic Rock Art of Zambia | 1.2.1.1 Research the Pre-historic Rock Art of Zambia | <ul style="list-style-type: none"> Identifying the pre-historic rock art of Zambia. (Mwela rocks, Kasama rock arts...) Researching on the pre-historic arts of Zambia (Materials and tools, themes, styles of painting...) Analysing the pre-historic rock Art of Zambia. | Pre-historic Rock Art of Zambia researched correctly |
| | 1.2.2 Traditional Crafts | 1.2.2.1 Identify traditional crafts | <ul style="list-style-type: none"> Identifying the traditional crafts (<i>reed mats, stools, mortar and pestle...</i>) | Traditional crafts identified accordingly |
| | 1.2.3 Post-independence and Contemporary Art | 1.2.2.2 Explain Post-independence | <ul style="list-style-type: none"> Explaining post-independence and Contemporary Art | Post-independence art explained correctly |
| | | 1.2.2.3 Explain Contemporary Art | <ul style="list-style-type: none"> Explaining Contemporary art | Contemporary art explained correctly |
| | 1.2.4 Traditional Decorations | 1.2.2.4 Make traditional decorations | <ul style="list-style-type: none"> Making traditional decorations (<i>Hand prints, jewellery...</i>) | Traditional decorations made skilfully. |

| TOPIC | SUB TOPIC | SPECIFIC OMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-----------------------------------|--|--|--|--|
| | 1.2.5 Traditional Artefacts | 1.2.5.1 Create traditional Artefacts | <ul style="list-style-type: none"> Creating traditional Artefacts (<i>Basketry, weaving, pottery, beadwork...</i>) | Traditional Artefacts created skilfully |
| 1.3 INTRODUCTION TO COLOUR | 1.3.1 Types of Colours | 1.3.1.1 Experiment colours of the spectrum | <ul style="list-style-type: none"> Experimenting colours of the spectrum (<i>primary, secondary and tertiary</i>) | Colours of the spectrum experimented skilfully |
| | 1.3.2 Colour Schemes | 1.3.2.1 Use colour schemes in painting | <ul style="list-style-type: none"> Using colour schemes in the painting (<i>Monochromatic, Analogous, Tertiary, Complementary, Colour triads Split complementary...</i>) | Colour schemes used in the painting appropriately |
| 1.4 STUDIO PRACTICE | 1.4.1 Tools and Materials | 1.4.1.1 Use variety of tools and materials for drawing and painting | <ul style="list-style-type: none"> Discussing the use of variety of tools and materials for drawing: Tools (<i>charcoal, chalk, pastels, crayons, pencils, pens...</i>). Materials (<i>paper, ink, walls, floors, fabrics...</i>) Experimenting with tools and materials | Variety of tools and materials for drawing used accordingly |
| | 1.4.2 Types of Drawing and Painting | 1.4.2.1 Identify types of drawing and painting | <ul style="list-style-type: none"> Identifying realistic and abstract drawings. (<i>Realistic, abstract and non-objective</i>) Applying the types of drawing and painting | Types of drawing / painting identified and applied correctly |
| | | 1.4.2.2 Apply types of drawing and painting | | |
| 1.4.3 Forms of Drawing | 1.4.3.1 Demonstrate forms of drawing | <ul style="list-style-type: none"> Demonstrating forms of drawing (<i>sketches, studies, complete work</i>) | Forms of drawing demonstrated accordingly | |

| TOPIC | SUB TOPIC | SPECIFIC OMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|--------------------|-----------------------------------|--|--|--|
| 1.5 GRAPHIC DESIGN | 1.5.1 Lettering | 1.5.1.1 Design letters | <ul style="list-style-type: none"> Identifying and defining letters / related terms (<i>lower case, upper case / types of letters, Letter spacing, word spacing, block and Roman lettering...</i>) Defining calligraphy Discussing functions of lettering Identifying careers relating to lettering works Designing letters | Letters designed correctly |
| | 1.5.2 Poster making | 1.5.2.1 Design posters. | <ul style="list-style-type: none"> Identifying examples of posters Designing various posters on crosscutting issues to convey messages (conservations, social activities) | Posters designed creatively |
| | 1.5.3 Computer Aided Design (CAD) | 1.5.3.1 Design types of cards using a computer | <ul style="list-style-type: none"> Defining Computer Aided Design Designing various types of cards using a computer (<i>E-cards, animated cards. Digital invitation, Christmas, anniversary, birthday, graduation, Easter, Kitchen party...</i>) Relating careers to computer aided designing (<i>Architectural Designer, Product Designer, Mechanical Designer...</i>) | Types of cards using a computer designed accurately. |

| TOPIC | SUB TOPIC | SPECIFIC OMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|--|--|---|--|--|
| 1.6 PATTERN AND DESIGN | 1.6.1 Patterns | 1.6.1.1 Make patterns | <ul style="list-style-type: none"> Identifying examples of patterns (<i>Artificial and natural...</i>) Identifying motif types Exploring with various motif designs Making patterns (<i>Random, regular</i>) <i>Block (potato printing...)</i>, stencil, linocut and intaglio | Patterns made creatively |
| 1.7 DRAWING AND OR PAINTING FROM IMAGINATION | 1.7.1 Imaginative Compositions | 1.7.1.1 Compose pictures based on a given theme | <ul style="list-style-type: none"> Composing pictures from the given themes (<i>my family, market place, hunting...</i>) Interpreting ideas and Crosscutting issues (<i>environmental education, GBV, National values and principles...</i>) Drawing and painting (<i>Landscape, Village scenery, Townscape...</i>) | Pictures based on a given theme composed creatively |
| 1.8 DRAWING AND OR PAINTING FROM OBSERVATION | 1.8.1 Drawing or Painting from Natural or Man-made objects | 1.8.1.1 Draw or paint pictures from observation | <ul style="list-style-type: none"> Drawing or painting from observation (<i>trees, flowers, fruits, landscape, village scenery, townscape...</i>) | Pictures from observation drawn or painted skilfully |
| 1.9 DRAWING AND OR PAINTING FROM STILL LIFE | 1.9.1 Still Life Drawing and or Painting | 1.9.1.1 Compose pictures from Still life | <ul style="list-style-type: none"> Composing pictures from Still Life (<i>Household objects, fruits, still objects...</i>) | Pictures from Still life composed appropriately. |
| 1.10 FIGURE DRAWING | 1.10.1 Stick-Figure Drawing | 1.10.1.1 Compose Stick - Figures | <ul style="list-style-type: none"> Composing Stick-figures (<i>Persons in action...</i>) | Stick-figures composed creatively |

| TOPIC | SUB TOPIC | SPECIFIC OMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-------------------|---------------------------|--|--|---|
| 1.11 CRAFTS IN 2D | 1.11.1 Picture Making | 1.11.1.1 Compose pictures using different techniques | <ul style="list-style-type: none"> Defining picture making (<i>collage, montage, mosaic and frieze...</i>) Experimenting with possibilities and limitations of materials and techniques in picture making (<i>found objects, accidentals...</i>) Composing pictures using different techniques (<i>collage, mosaic, montage...</i>) | Pictures composed using different techniques creatively |
| | 1.11.2 Weaving | 1.11.2.1 Create woven items | <ul style="list-style-type: none"> Defining weaving (<i>warps, wefts, loom...</i>) Exploring possibilities and limitations with materials and techniques in weaving (<i>Plain weave, twill, twinning, Dutch, Satin, Ghordes knot...</i>) Weaving, plaiting and knotting (<i>Decorative wall mats, baskets, tablemats, fish traps, reed mats...</i>) | Woven items created skilfully |
| 1.12 CRAFTS IN 3D | 1.12.1 Book Crafts | 1.12.1.1 Apply book binding skills | <ul style="list-style-type: none"> Applying binding skills in book making and repairing | Binding skills in book making applied correctly |
| | 1.12.2 Papier-mâché Craft | 1.12.2.1 Create items using Papier-mâché | <ul style="list-style-type: none"> Defining Papier-mâché Craft Identifying tools and materials to use in papier-mâché. Creating items using Papier-mâché (<i>toys, plates, animal shapes mask models...</i>) Decorating models | Items using Papier-mâché created creatively |

| TOPIC | SUB TOPIC | SPECIFIC OMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-----------------------|---|---|--|--|
| | 1.12.3 General Crafts | 1.12.3.1 Make items using found materials | <ul style="list-style-type: none"> Making various items using found materials (<i>Egg decorations, bead work...</i>) | Items made from found materials creatively. |
| 1.13 SCULPTURE | 1.13.1 Introduction to Sculpture | 1.13.1.1 Apply basic approaches in sculpture making | <ul style="list-style-type: none"> Defining sculpture (<i>free standing, relief sculpture, Marquette...</i>) Identifying local materials used for sculpture making Applying basic approaches in sculpture making (<i>additive, subtractive, casting...</i>) | Basic approaches in sculpture making applied appropriately |
| | 1.13.2 Construction and Assemblage | 1.13.2.1 Construct and assemble sculptures | <ul style="list-style-type: none"> Defining constructional and assemblage sculptures Exploring techniques, materials and tools used in constructional sculptures (<i>nailing, tying, fitting, gluing...</i>) Creating constructional and assemblage sculptures (<i>soft toys, cars, aero plane, insects, puppets, marionettes...</i>) | Sculptures constructed and assembled skilfully. |
| | 1.13.3 Carving | 1.13.3.1 Carve various items | <ul style="list-style-type: none"> Defining subtractive carving methods, processes and concepts Discussing types of carving (<i>relief and free standing sculptures...</i>) Identifying carving techniques (<i>cutting, scrapping, scotching, grinding...</i>) Discussing qualities of carved sculptures, techniques and materials used Carving various items (<i>masks, stools...</i>) | Various items carved skilfully |

| TOPIC | SUB TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|------------------------------|--------------------------------|--------------------------------|---|------------------------------------|
| 1.14 ENTREPRENEURSHIP | 1.14.1 Entrepreneurship in Art | 1.14.1.1 Use Art as a business | <ul style="list-style-type: none"> Defining entrepreneurship Using Art as a business Appreciating Art (<i>study tours, guided online tutorials, talk shows...</i>) Hosting annual art exhibitions (<i>Galleries, studio, schools, public spaces...</i>) | Art used as a business effectively |

FORM 2

| TOPIC | SUB -TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|--|--|---|---|---|
| 2.1 HISTORY OF ZAMBIAN ART - II | 2.1.1 Art Organizations | 2.1.1.1 Identify art organisations | <ul style="list-style-type: none"> Identifying Art Organizations (<i>National Arts Council, Visual Arts Council...</i>) Discussing art organisations. Listing the Founding members of VAC: (<i>Martin Abasi Phiri, William Bwalya Miko, Agness Buya Yombwe...</i>) | Art organisations identified accordingly |
| | 2.1.2 Pioneer Zambian Visual Artists | 2.1.2.1 Critique works of the Zambian Visual Artists | <ul style="list-style-type: none"> Stating the Art styles of prominent Zambian visual Artist (<i>Henry Tayali, Akwila Simpasa, Godfrey Setti, Shadreck Simukanga, Gabriel Ellison, Cynthia Zukas, Lawrence Yombwe, Eddie Mumba...</i>) Critiquing works of the Zambian visual Artists | The works of the Zambian Visual Artist critiqued accordingly |
| | 2.1.3 Forms of Zambian Traditional Art | 2.1.3.1 Make Zambian traditional bodily ornamental features of identity | <ul style="list-style-type: none"> Discussing forms of Zambian Traditional Art Identifying traditional bodily ornamental features of identity (<i>tattoos, ornaments, attires...</i>) Stating the use of sculptures in Zambian communities Making various Zambian traditional bodily ornamental features of identity, using (<i>fabric. Beads, stone, wood, terracotta, horns...</i>) | Forms of Zambian Traditional bodily ornamental features of identity made skilfully. |
| | 2.1.4 Secular, Religious and Functional Craft items | 2.1.4.1 Analyse secular, religious and functional craft items | <ul style="list-style-type: none"> Analysing secular, religious and functional craft items (<i>Traditional bodily / ornaments, traditional attires, sculpture, pottery...</i>) | Secular, religious and functional craft items analysed comparatively |

| TOPIC | SUB -TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-------------------|--------------------------------|---|--|---|
| | 2.1.5 Pottery | 2.1.5.1 Create pottery works | <ul style="list-style-type: none"> • Explaining the historical development of pottery • Discussing the importance of local traditional and modern pottery • Discussing sources of clay from the locality (<i>types of clay- ball, china, red...</i>). • Identifying tools for pottery • Preparing clay • Creating pottery works. Traditional pottery (<i>clay preparation...</i>) • Decorating pottery (<i>firing...</i>) | Works of pottery created skilfully |
| | 2.1.6 Weaving | 2.1.6.1 Explore weaving using local materials | <ul style="list-style-type: none"> • Discussing tools and materials used for weaving (<i>loom, knife, scissors, threading hook and sisal, reeds, threads...</i>) • Identifying local woven products (<i>Basketry, mat making, fish traps, animal nets/traps...</i>) • Weaving using local materials (<i>Baskets, fish traps, animal nets...</i>) | Weaving using local materials explored creatively |
| 2.2 COLOUR | 2.2.1 Colour Properties | 2.2.1.1 Use colour properties. | <ul style="list-style-type: none"> • Mixing colour to obtain a variety of colour properties. (<i>hues, values, intensities...</i>) • Illustrating arrangement of colours on the colour wheel • Identifying tertiary colours (<i>Blue-green, Red-violet, Yellow-green...</i>), warm colours (<i>red, orange, yellow...</i>), cool colours (<i>green, blue, violet...</i>) • Using values, hues and intensity in a painting | Colour properties used accordingly |

| TOPIC | SUB -TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|----------------------------|------------------------------|--|--|--|
| | 2.2.1 Colour Pigments | 2.2.1.1 Mix colour pigments and vehicles/binders | <ul style="list-style-type: none"> • Discussing pigment and paint vehicle/ binders • Identifying examples of pigments and paint vehicles/binders • Describing sources of pigments • Mixing colour pigments and vehicles/binders | Colour pigments and vehicles/binders mixed proportionately |
| | 2.2.2 Colour Use | 2.2.2.1 Paint using a chosen colour scheme | <ul style="list-style-type: none"> • Analysing qualities of optical colours Analysing the use of colour by any famous Zambian Artist painter (<i>Henry Tayali, Godfrey Setti, Gabriel Ellison, Cynthia Zukas, Lawrence Yombwe, Martin Abasi Phiri...</i>) • Discussing the use of optical and arbitrary colours in Artworks • Painting using a chosen colour scheme | Colour scheme used to paint appropriately |
| 2.3 STUDIO PRACTICE | 2.3.1 | 2.3.1.1 Create paintings | <ul style="list-style-type: none"> • Analyse the techniques and processes (<i>brush strokes, washing out, palette knife, resist, dry pigment, and mixed media.</i>) • Exploring painting techniques (<i>spraying, splattering, dubbing, dotting/pointillism</i>). • Creating paintings based on given themes | Paintings created appropriately |
| | | | | |

| TOPIC | SUB -TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|---|--|---|--|---|
| | 2.3.1 Painting | 2.3.1.2 Compose paintings of aesthetic value | <ul style="list-style-type: none"> • Discussing a variety of themes in painting (<i>abstract and realistic ideas</i>) • Identifying tools and materials for painting (<i>brushes, pallet knife, sponges, paper, boards...</i>) • Utilizing tools and materials to compose paintings of aesthetic value | Paintings of aesthetic value composed skilfully |
| 2.4 PERSPECTIVE | 2.4.1 Types of Perspectives | 2.4.1 Apply types of Perspectives | <ul style="list-style-type: none"> • Exploring types of perspectives (<i>linear, 2 and 3 point, scale and proportion, overlapping, aerial/ atmospheric, foreshortening perspective...</i>) • Categorising the types of views; (<i>Bird's, normal, frog, worms' eye views</i>) • Applying the rules of perspective (<i>receding colours, depth, height...</i>) | Types of Perspectives applied appropriately |
| 2.5 DRAWING OR PAINTING FROM IMAGINATIVE COMPOSITION | 2.5.1 Imaginative composition | 2.5.1.1 Compose pictures based on given themes | <ul style="list-style-type: none"> • Composing pictures based on given themes (<i>climate change, public health concerns...</i>) <i>water and sanitation, traditional ceremonies, celebrations, festivals...</i>) | Pictures based on given themes composed creatively. |
| 2.6 DRAWING OR PAINTING FROM OBSERVATION | 2.6.1 Natural or man-made objects | 2.6.1.1 Create pictures from natural objects / scenes | <ul style="list-style-type: none"> • Creating pictures from Nature (<i>tree trunks, logs, twigs / landscape...</i>) | Pictures from Nature created creatively |

| TOPIC | SUB -TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|--|--|--|---|---|
| 2.7 DRAWING OR PAINTING FROM STILL LIFE | 2.7.1 Natural, Man made and Traditional Objects | 2.7.1.1 Compose pictures from Still Life objects | <ul style="list-style-type: none"> Composing pictures from Still Life objects (<i>household objects, parts of simple machines, bottles, traditional utensils...</i>) | Pictures from Still life objects composed skilfully. |
| 2.8 FIGURE DRAWING | 2.8.1 Human Figure Drawing | 2.8.1.1 Draw human body parts | <ul style="list-style-type: none"> Drawing studies of human body parts (<i>head, bust, torso, palm, limbs, facial features...</i>) | Studies of human body parts drawn correctly |
| 2.9 CRAFTS | 2.9.1 Picture Making | 2.9.1.1 Make frieze, montage, collage and mosaic | <ul style="list-style-type: none"> Making frieze, montage, collage and mosaic | Frieze, montage, collage and mosaic made creatively |
| | 2.9.2 Appliqué and Stitchery | 2.9.2.1 Create works of applique and stitchery | <ul style="list-style-type: none"> Discussing applique and stitchery Creating works of applique and stitchery (<i>table cloth, bags, wall decoration...</i>) | Works of applique and stitchery created skilfully |
| | 2.9.3 Weaving, Plaiting and Knotting | 2.9.3.1 Create works of weaving, plaiting and knotting | <ul style="list-style-type: none"> Discussing weaving, plaiting and knotting Exploring weaving, plaiting and knotting using a variety of Art elements and principles Creating works of weaving, plaiting and knotting (<i>handbags, folders, ropes, belts, doormat, floor mats, tablemats, macramé...</i>) | Works of weaving by plaiting and knotting created correctly |
| | 2.9.4 Book Craft | 2.9.4.1 Bind books | <ul style="list-style-type: none"> Binding various books- single section (<i>stapling...</i>) | Books bound skilfully |
| | 2.9.5 Pottery and Ceramics | 2.9.5.1 Create works of pottery and ceramics | <ul style="list-style-type: none"> Discussing pottery and ceramics (<i>bisque, glaze, decorating</i>) Discussing materials and tools Testing types of firing kilns (<i>traditional, modern ...</i>) | Works of pottery and ceramics created skilfully |

| TOPIC | SUB -TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-----------------------------|---|--|--|--|
| | | | <ul style="list-style-type: none"> Creating works of pottery and ceramics (<i>toys, mug cups, flower vases, tiles, cutlery...</i>) | |
| | 2.9.6 Papier-mâché | 2.9.6.1 Create crafts using papier-mâché | <ul style="list-style-type: none"> Analysing papier-mâché craft works Making crafts using papier-mâché (<i>toys, figurines, decorative models...</i>) Decorating crafts made out of papier-mâché | Works of Art using papier-mâché created skilfully |
| | 2.9.7 General Crafts | 2.9.7.1 Make different crafts | <ul style="list-style-type: none"> Making different crafts (<i>twig decorations, necklace and bangles...</i>) | Different crafts made creatively |
| 2.10. GRAPHIC DESIGN | 2.10.1 Computer Aided Design – CAD | 2.10.1.1 Design Art works using a computer | <ul style="list-style-type: none"> Analysing qualities of computer aided designs Designing artworks using a computer (<i>lettering, logo, emblem, cards, letterhead...</i>) | Artworks designed using a computer appropriately |
| | 2.10.2 Lettering | 2.10.2.1 Design different font types | <ul style="list-style-type: none"> Designing different font types (<i>Calligraphy writing, signage, labelling...</i>) | Different font types designed creatively |
| | 2.10.3 Poster Design | 2.10.3.1 Design various posters based on given themes | <ul style="list-style-type: none"> Discussing careers related to poster designing (<i>Graphic designer, Creative Designer, Muralist...</i>) Designing various posters based on given themes (<i>drug abuse, climate change, money laundering corruption, , human rights population concerns ...</i>) | Various posters based on given themes designed correctly |
| | 2.10.4 Illustrations | 2.10.4.1 Develop illustrations based on related themes | <ul style="list-style-type: none"> Discussing types of illustrations (<i>caricature, editorial illustration, storyboard...</i>) | Illustrations on related themes developed creatively. |

| TOPIC | SUB -TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-----------------------|--------------------------------|---|---|--|
| | | | <ul style="list-style-type: none"> Explaining the Functions of illustrations Describing careers related to illustrations (<i>comic artist, graphic designer, animator, concept Artist...</i>) Exploring with chosen forms of illustrations (<i>Picture stories, comic, cartoons...</i>) Developing illustrations on related themes (<i>comic strip, storytelling, cartoon...</i>) | |
| | 2.10.5 Cover Designing | 2.10.5.1 Apply Art elements and principles in cover designing | <ul style="list-style-type: none"> Comparing cover designs Identifying the functions of cover designs Exploring with designing of (<i>book cover, record covers...</i>) Using Art elements and principles in cover designing Describing the different qualities and purpose of cover designs Applying Art elements and principles in cover designing | Art elements and principles applied in cover designing correctly |
| 2.11 SCULPTURE | 2.11.1 Modelling | 2.11.1.1 Model free standing sculptures | <ul style="list-style-type: none"> Analysing qualities of free standing sculptures, techniques and processes involved Modelling free standing sculptures (<i>human figure, head, bust...</i>) | Free standing sculptures modelled appropriately |
| | 2.11.2 Relief Sculpture | 2.11.2.1 Create relief sculptures | <ul style="list-style-type: none"> Creating relief sculptures (<i>wall plaque, metal coins...</i>) | Relief sculptures created skilfully |

| TOPIC | SUB -TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|------------------------------|--------------------------------|---|--|---|
| | 2.11.3 Construction | 2.11.3.1 Construct different objects | <ul style="list-style-type: none"> Organising assorted materials Constructing different objects (<i>toy cars, sculptures, mobiles, bicycles, houses...</i>) | Different objects constructed skilfully |
| | 2.11.4 Carving | 2.11.4.1 Create objects by carving wood | <ul style="list-style-type: none"> Demonstrating wood carving techniques (<i>subtractive method</i>) Creating objects by woodcarving (<i>stools, toys, spoons, cooking sticks...</i>) | Carved wooden objects created appropriately |
| 2.12 ENTREPRENEURSHIP | 2.12.1 Art Appreciation | 2.12.1.1 Appreciate Art | <ul style="list-style-type: none"> Appreciating Art (<i>field project, study tours, guided online tutorials...</i>) Hold annual exhibitions (<i>Galleries, studio spaces, schools, public and private spaces...</i>) | Art appreciated appropriately |

FORM 3

| TOPIC | SUB -TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|---|---|--|---|---|
| 3.1 INTRODUCTION TO AFRICAN ART | 3.1.1 Types of African Art | 3.1.1.1 Demonstrate knowledge of types of African Art | <ul style="list-style-type: none"> Discussing various Art styles from different parts of Africa (<i>North, East, Southern Africa...</i>) Identifying the types of African Art (<i>rock paintings, masks, terracotta figures...</i>) Comparing functions of African Art (<i>ritual, utilitarian, functional, religious, divination, prestigious...</i>) | Knowledge of the types of African Art demonstrated accordingly |
| | 3.1.2 Sculpture materials | 3.1.2.1 Analyse sculpture materials | <ul style="list-style-type: none"> Analysing Sculpture materials (<i>Stone, wood, metal...</i>) | Sculpture materials analysed correctly |
| | 3.1.3 Crafts | 3.1.3.1 Create African crafts | <ul style="list-style-type: none"> Discussing African art crafts Identifying African art crafts Creating African art crafts (<i>bungles, ingots...</i>) | African art Crafts created appropriately |
| | 3.1.4 Traditional Sculptures from Africa | 3.1.4.1 Construct sculptures based on African traditional styles | <ul style="list-style-type: none"> Analysing Art styles and traditional sculptures from Africa (<i>East, West, Central, Southern and North Africa</i>) Constructing sculptures based on various African traditional styles | Sculptures based on African traditional styles constructed creatively |
| 3.2 DRAWING OR PAINTING FROM IMAGINATION | 3.2.1 Composition in colour | 3.2.1.1 Compose pictures based on given themes | <ul style="list-style-type: none"> Composing pictures based on given themes (<i>festivals, traditional dances, cross cutting issues...</i>) | Pictures based on given themes composed creatively |

| TOPIC | SUB TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|---|--|--|--|--|
| 3.3 DRAWING OR PAINTING FROM OBSERVATION | 3.3.1 Drawing or painting natural objects | 3.3.1.1 Create pictures to depict the structure of natural objects | <ul style="list-style-type: none"> Creating pictures to depict the structure of natural objects (<i>leaf, bark, branch, twig, bone, foliage, stone, tree, trunk...</i>) | Pictures depicting the structure of natural objects created skillfully |
| | 3.3.2 Drawing or painting man – made objects | 3.3.2.1 Generate pictures to depict man-made objects | <ul style="list-style-type: none"> Generating pictures to depict man-made-objects (<i>shoe, bottle, boxes, tins...</i>) | Pictures depicting man-made objects generated appropriately |
| | 3.3.3 Drawing or painting Rural / Urban setting | 3.3.3.1 Compose pictures to depict an urban or rural setting | <ul style="list-style-type: none"> Composing pictures to depict a given setting (<i>Rural or Urban</i>) | Pictures to depict given settings composed correctly |
| 3.4 DRAWING OR PAINTING FROM STILL LIFE | 3.4.1 Drawing or painting natural objects | 3.4.1.1 Compose pictures to depict natural objects | <ul style="list-style-type: none"> Composing pictures to depict natural objects (<i>bones, skull plank, log...</i>) | Pictures to depict natural objects composed skillfully |
| | 3.4.2 Drawing or painting Man – Made objects | 3.4.2.1 Compose pictures to depict Man – made objects | <ul style="list-style-type: none"> Composing pictures to depict Man – made objects (<i>parts of simple machines, bottles...</i>) | Pictures to depict man-made objects composed correctly |
| | 3.4.3 Drawing /painting Traditional objects | 3.4.3.1 Compose pictures to depict traditional objects | <ul style="list-style-type: none"> Composing pictures to depict traditional objects (<i>baskets, traditional stools, gourds, wooden plate, walking sticks...</i>) | Pictures to depict tradition objects composed skillfully |
| 3.5 FIGURE DRAWING OR PAINTING | 3.5.1 Human Figure | 3.5.1.1. Compose human figure drawings or paintings | Composing human figure drawings or paintings (<i>Persons in action /different poses</i>) | Human figure drawings or paintings composed proportionately. |
| 3.6 CRAFTS | 3.6.1 Textile Design | 3.6.1.1 Create a print for textile production | <ul style="list-style-type: none"> Discussing fabric print making Experimenting with printing techniques (<i>block, stencil, intaglio...</i>) Creating fabric printing motifs for textile production (<i>geometric, organic...</i>) | Prints for textile production creatively designed |

| TOPIC | SUB TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-------|-----------------------------|---|---|---|
| | 3.6.2 Picture making | 3.6.2.1 Create collage | <ul style="list-style-type: none"> • Discussing examples of modern and local forms of collage • Creating collage | Collage created skillfully |
| | | 3.6.2.2 Create montage | <ul style="list-style-type: none"> • Discussing examples of montage • Creating montage | Montage created skillfully |
| | 3.6.3 Papier-mâché | 3.6.3.1 Make objects using papier-mâché | <ul style="list-style-type: none"> • Discussing examples of papier-mâché artefacts • Making objects using papier-mâché (<i>puppets, masks...</i>) | Objects using papier-mâché made skillfully |
| | 3.6.4 Fabric work | 3.6.4.1 Create a batik work | <ul style="list-style-type: none"> • Discussing batik • Exploring batik making methods • Creating batik works suitable for different situations (<i>wall hanging, waist or head wrapper, decorative artefact...</i>) | Batik works suitable for different situations created appropriately |
| | | 3.6.4.2 Create tie and dye items | <ul style="list-style-type: none"> • Discussing tie and dye • Exploring materials for tie and dye (<i>traditional/natural and convectional...</i>) • Fabric tying techniques (<i>gathering, stitching, capping, crumpling, folding...</i>) • Analysing tie and dye works • Creating tie and dye art works (<i>curtain fabric, dress material...</i>) | Tie and dye items created creatively |
| | 3.6.5 Weaving | 3.6.5.1 Produce woven items | <ul style="list-style-type: none"> • Analysing traditional and modern weaving art works (<i>baskets, mats, lampshade, handbag...</i>) • Producing woven art works (<i>mat, curtain, carpet, dress...</i>) | Woven art works produced skillfully |

| TOPIC | SUB TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-------|---------------------------|---------------------------------------|---|---|
| | 3.6.6 Book Craft | 3.6.6.1 Bind books | <ul style="list-style-type: none"> Binding books using multi-section methods (<i>stitching, spiral, stapling...</i>) | Books bound appropriately |
| | 3.6.7 Ornaments | 3.6.7.1 Make types of jewellery | <ul style="list-style-type: none"> Identifying types of Jewellery (<i>Bone, Metal, paper...</i>) Exploring various materials and techniques used to make jewellery Making various types of jewellery Decorating by painting, texturing and vanishing | Types of jewellery made creatively |
| | 3.6.8 Leather work | 3.6.8.1 Create Artefacts from leather | <ul style="list-style-type: none"> Identifying traditional and modern uses of leather Analysing leather work techniques Discussing tools, materials and equipment used for leatherwork Creating artefacts from leather (<i>handbags, hats, traditional drums, stools, belts, Yoke strap leather, handbags...</i>) | Artefacts from leather created skillfully |
| | 3.6.9 Basketry | 3.6.9.1 Create basketry works | <ul style="list-style-type: none"> Discussing basketry Describing traditional and modern forms of basketry Identifying local materials for basketry Experimenting with techniques of basketry (<i>wickerwork, coiled, plaiting, twinning...</i>) Creating basketry works (<i>baskets, winnows...</i>) | Basketry works crafted skillfully |

| TOPIC | SUB TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|---------------------------|----------------------------|--|---|--|
| 3.7 GRAPHIC DESIGN | 3.7.1 Logo Design | 3.7.1.1 Design various logos | <ul style="list-style-type: none"> Identifying various kinds of logos Discussing the purpose and functions of logo designs Demonstrating the process of making various logos Designing various logos (<i>Company identity...</i>) | Various logos designed creatively |
| | 3.7.2 Emblem | 3.7.2.1 Design various emblems | <ul style="list-style-type: none"> Identifying various kinds of emblems Discussing the purpose and functions of emblems Demonstrating process of making emblems Designing various emblems (<i>school badge, football team badge...</i>) | Various emblems designed creatively |
| | 3.7.3 Cards | 3.7.3.1 Design cards for various occasions | <ul style="list-style-type: none"> Identifying different types of cards Designing cards for various occasions (<i>Birthday, valentine, Christmas...</i>) | Various occasional cards designed appropriately |
| | 3.7.4 Posters | 3.7.4.1 Design posters based on different themes | <ul style="list-style-type: none"> Discussing various posters Analysing the design process Designing posters based on different themes (<i>Advertise products, future events...</i>) | Posters based on different themes designed appropriately |
| | 3.7.5 Mural designs | 3.7.5.1 Compose mural designs | <ul style="list-style-type: none"> Discussing mural designs Identifying career opportunities in mural designing (<i>interior/ exterior designer</i>) Developing the designing process Composing mural designs | Mural designs composed aesthetically |

| TOPIC | SUB TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|------------------------------------|-----------------------------------|--|--|---|
| | 3.7.6 Package design | 3.7.6.1 Make various packaging designs | <ul style="list-style-type: none"> Analysing package design Discussing the process of package design Discussing the functions of packaging designs Making various packaging designs | Various package designs made creatively |
| | 3.7.7 Product model design | 3.7.7.1 Design various product models | <ul style="list-style-type: none"> Analysing product model designs Identifying examples of model designs problem Analysing qualities of product model designs and the process involved in the designs Designing various product models (<i>toys, cars, tools ...</i>) | Various product models designed skillfully |
| 3.8 PHOTOGRAPHY AND FILMING | 3.8.1 Photography | 3.8.1.1 Produce pictures using photography | <ul style="list-style-type: none"> Discussing photography Identifying various kinds of photography (<i>portrait, landscape, still life, street ...</i>) Categorising pictures (<i>lifestyle, documentary, traditional, posed artistic...</i>) Analysing picture compositions Producing pictures based on different themes (<i>photomontage, frieze, props...</i>) | Pictures using photography produced appropriately |

| TOPIC | SUB TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|------------------------------|-------------------------------------|---|---|---|
| | 3.8.1 Filming | 3.8.2.1 Produce motion pictures | <ul style="list-style-type: none"> • Discussing filming • Exploring development of motion pictures • Identifying kinds of filming (<i>social sceneries, nature, creative filming...</i>) • Producing motion pictures | Motion pictures produced accordingly |
| 3.9 SCULPTURE | 3.9.1 Sculptures | 3.9.1.1 Make sculptures using different materials | <ul style="list-style-type: none"> • Identifying various sculpture techniques • Analysing African sculpture working styles (<i>north, east, west, south, central...</i>) • Making sculptures using different materials (<i>wood, metal, plaster of Paris, cement...</i>) | Sculptures made using different materials skilfully |
| 3.10 ENTREPRENEURSHIP | 3.10.1 Creative Art projects | 3.10.1.1 Develop Creative Art projects | <ul style="list-style-type: none"> • Developing Creative Art projects (<i>reuse, reduce, recycle...</i>) • Applying Marketing skills (<i>negotiation, advertising...</i>) • Organising annual exhibitions (<i>galleries, studios, schools, public and private spaces...</i>) | Creative Art projects developed creatively |

FORM 4

| TOPIC | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|--|--|--------------------------------|--|--------------------------------------|
| 4.1 INTRODUCTION TO ART CAREERS | 4.1.1 Careers in Art | 4.1.1.1 Develop Art portfolios | <ul style="list-style-type: none"> Identifying careers in Art (<i>Art Teacher, Art administrator, fashion designer, makeup Artist, creative director, museum docent, illustrator, cartoonist, photographer, costume designer, textile designer, interior/exterior decorator, stage designer, graphic designer, tattoo Artist, muralist...</i>) Designing work models/ portfolios / work samples for careers in Art (<i>Muralist-mural painting/ Makeup artist- facial painting demo, Curator- art class display critic session...</i>) | Art Portfolios developed accordingly |
| | 4.1.2 Importance of Visual Arts | 4.1.2.1 Produce Visual Arts | <ul style="list-style-type: none"> Discussing the importance of Visual Arts in the economy Exhibiting Artworks (<i>in Schools, Galleries, Exhibition hallways, Public, private residences...</i>) Producing different Visual Art works | Visual Arts Produced accordingly |

| TOPIC | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-----------------------|-------------------------|---|--|--|
| 4.2 WORLD ART HISTORY | 4.2.1. Famous movements | 4.2.1.1 Explore famous movements in Art | <ul style="list-style-type: none"> • Discussing the characteristics of Gothic Art • Stating the masters of Gothic Art (<i>Giotto, Botticelli, Simone Martini...</i>) • Describing the significance of Renaissance Art (<i>working styles, exhibition spaces...</i>) • Listing the masters of Renaissance Art (<i>Michelangelo Buonarroti, Leonardo Da Vinci, Raphaeli Santi, Merisi Da Caravaggio ...</i>) • Analysing the famous movements in Art • Discussing contemporary Art (<i>Vincent Van goh, Vassily Kandinsky, Pablo Picasso...</i>) • Exploring famous movements in Art (<i>repainting the Gothic, Renaissance, Contemporary masters works...</i>) | Famous movements in Art explored appropriately |
| | 4.2.2 Conceptual Art | 4.2.2.1 Explore Conceptual Art | <ul style="list-style-type: none"> • Describing conceptual Art • Exploring Conceptual Art (<i>Marcel Duchamp, Yoko Ono, Hans Haacke...</i>) | Conceptual Art explored comprehensively |

| TOPIC | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|---|--------------------------------------|--|--|---|
| 4.3 DRAWING OR PAINTING FROM IMAGINATION | 4.3.1 Imaginative Composition | 4.3.1.1 Compose imaginative pictures based on different themes | <ul style="list-style-type: none"> Composing imaginative pictures based on different themes: <i>(text given, stories narrated, crosscutting issues, abstract themes, contemporary issues, Gender Based Violence...)</i> | Imaginative pictures based on different themes composed appropriately |
| 4.4 DRAWING OR PAINTING FROM OBSERVATION | 4.4.1 Natural Objects | 4.4.1.1 Compose pictures to depict natural objects | <ul style="list-style-type: none"> Composing pictures to depict natural objects <i>(flowers, snails, shells, animals, skulls, seed pods, root...)</i> | Pictures to depict natural objects composed skillfully |
| | 4.4.2 Urban Settings | 4.4.2.1 Compose pictures to depict urban settings | <ul style="list-style-type: none"> Composing pictures to depict urban settings <i>(buildings, fly-over bridges...)</i> | Pictures to depict urban settings composed correctly |
| | 4.4.3 Rural Settings | 4.4.3.1 Compose pictures to depict rural settings | <ul style="list-style-type: none"> Composing pictures to depict rural settings <i>(chicken-run, at the riverside, granary...)</i> | Pictures to depict rural settings composed correctly |
| 4.5 DRAWING OR PAINTING FROM STILL LIFE | 4.5.1 Natural Objects | 4.5.1.1 Compose pictures to depict natural objects | <ul style="list-style-type: none"> Composing pictures to depict natural objects <i>(vegetables, fruits, stone, wood...)</i> | Pictures to depict natural objects composed appropriately |
| | 4.5.2 Man – Made Objects | 4.5.2.1 Compose pictures to depict man-made objects | <ul style="list-style-type: none"> Composing pictures to depict man-made objects <i>(utensils, clothing drapery ...)</i> | Pictures to depict man-made objects composed creatively |
| | 4.5.3 Traditional Objects | 4.5.3.1 Compose pictures to depict traditional objects | <ul style="list-style-type: none"> Composing pictures to depict traditional objects <i>(smoking pipe, clay pots, winnowing baskets, stools, mortar and pestle...)</i> | Pictures to depict traditional objects composed correctly |

| TOPIC | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|--------------------------------|----------------------------|---|--|--|
| 4.6 FIGURE DRAWING OR PAINTING | 4.6.1 Human figures | 4.6.1.1 Draw human figures in action using different techniques | <ul style="list-style-type: none"> Demonstrating various techniques to depict human figures in action (<i>traditional ceremonies, contemporary life, religious festivals...</i>) | Human figures in action drawn using different techniques appropriately |
| 4.7 CRAFTS | 4.7.1 Print making | 4.7.1.1 Make prints using various techniques | <ul style="list-style-type: none"> Identifying techniques used in print making (<i>relief printing, intaglio, lithography, serigraphy...</i>) Making prints using various techniques | Prints using various techniques made correctly |
| | 4.7.2 Masks | 4.7.2.1 Create various masks | <ul style="list-style-type: none"> Exploring possibilities and limitations of using tools and materials (<i>adze, file, wraps, chisel...</i>) Creating various masks using (<i>wood, paper, plastics...</i>) | Various masks created accordingly |
| | 4.7.3 Mobiles and stabiles | 4.7.3.1 Make mobiles and stabiles | <ul style="list-style-type: none"> Discussing mobiles and stabiles Identifying functions of mobiles and stabiles Making mobiles and stabiles | Mobiles and stabiles made creatively |
| | 4.7.4 Ceramics | 4.7.4.1 Apply techniques used in ceramics | <ul style="list-style-type: none"> Identifying job opportunities related to pottery and ceramics Applying techniques used in pottery and ceramics (<i>coiling, slab, pinch and throwing...</i>) Identifying main ingredients of glaze (<i>silica</i>) | Ceramic techniques applied appropriately |

| TOPIC | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|--|-----------------------------|---|---|---|
| | | | <i>sand, flux, alumina, and metallic oxide...</i> <ul style="list-style-type: none"> Applying finishing (<i>firing, glazing, decoration</i>) | |
| 4.8 GRAPHIC DESIGN (COMPUTER AIDED) | 4.8.1 Calligraphy | 4.8.1.1 Use various calligraphic fonts | <ul style="list-style-type: none"> Identifying calligraphy tools (<i>calligraphy pen, reeds, brush, chiselshaped markers...</i>) Experimenting with various calligraphic fonts Using various calligraphy fonts | Various calligraphic fonts used appropriately |
| | 4.8.2 Logo Designing | 4.8.2.1 Design various logos | <ul style="list-style-type: none"> Designing various logos (<i>Associations, companies...</i>) | Various logos designed correctly |
| | 4.8.3 Emblem | 4.8.3.1 Design various emblems | <ul style="list-style-type: none"> Designing various emblems (<i>Universities, Colleges, Schools...</i>) | Various emblems designed correctly |
| | 4.8.4 Badges | 4.8.4.1 Design various badges | <ul style="list-style-type: none"> Designing various badges (<i>school badge, association badge...</i>) | Various badges designed correctly |
| | 4.8.5 Cards | 4.8.5.1 Design various cards | <ul style="list-style-type: none"> Designing various cards (<i>post cards, business cards, occasional cards...</i>) | Various cards designed correctly |
| | 4.8.6 Posters | 4.8.6.1 Design different types of posters | <ul style="list-style-type: none"> Designing different types of posters (<i>Informative poster - substance abuse, Educative Poster-child labour, Advertisement Poster-advertisement...</i>) | Different types of posters designed appropriately |

| TOPIC | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|------------------------------------|--|---|--|--|
| 4.9 PHOTOGRAPHY AND FILMING | 4.9.1 Introduction to Animation | 4.9.1.1 Produce Art works using animation | <ul style="list-style-type: none"> • Discussing animation (<i>Traditional scenes, computer aided animation...</i>) • Exploring animation (<i>2D and 3D</i>) • Producing Art works using animation • Making Art works using camera photography/ Artificial Intelligence, based on different themes (<i>sceneries, portraits, nature...</i>) | Art works using animation produced creatively |
| 4.10 SCULPTURE | 4.10.1 Sculpture in the round | 4.10.1.1 Create sculptures in the round | <ul style="list-style-type: none"> • Utilizing the benefits of collecting and recycling materials from the environment • Create sculptures using various materials (<i>clay, cement, Plaster of Paris, stone...</i>) • Creating sculptures in the round (<i>human figure, head, foot...</i>) | Sculptures in the round created proportionately. |
| | 4.10.2 Installation and Casting | 4.10.2.1 Mount installation art pieces | <ul style="list-style-type: none"> • Discussing installation and casting • Explaining casting materials (<i>metal, fiberglass, plaster of Paris...</i>) • Applying elements of installation in Visual Art | Installation of Art pieces mounted correctly |

| TOPIC | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|------------------------------|------------------------------|---------------------------------|--|-------------------------------------|
| | | | <ul style="list-style-type: none"> Mounting installation art pieces (<i>work display, curation & critique...</i>) | |
| 4.11 ENTREPRENEURSHIP | 4.11.1 Value Addition | 4.11.1.1 Add value to Art works | <ul style="list-style-type: none"> Costing Artworks Applying Marketing skills Adding value to Art works Organizing annual exhibitions (<i>galleries, studios, schools, public spaces...</i>) | Value to Art works added creatively |

SCOPE SEQUENCE CHART

| TOPICS | FORM 1 | FORM 2 | FORM 3 | FORM 4 |
|--|---|--------|---|--------|
| 1. Introduction to art, crafts and design | <ul style="list-style-type: none"> • Art Awareness & Appreciation • Careers in Art and Design (Teacher of Art, sign writer, interior/ exterior decorator, Curator, illustrator...) • Visual arts | | <ul style="list-style-type: none"> • Types of African Art • Rock paintings, masks, terracotta figures...) • Sculpture materials (Stone, wood, metal, Bronze, gold copper) • Crafts (bungles, ingots...) • Various art styles and traditional sculptures from different parts of Africa (West, Central, Southern and North Africa) | |
| | <ul style="list-style-type: none"> • Careers in Art (Art Teacher, art administrator, fashion designer, makeup artist, creative director, museum docent, illustrator, cartoonist, photographer, costume designer, textile designer, interior/exterior decorator, stage designer, graphic designer, tattoo artist muralist...) | | | |
| | Visual arts (Fine Arts, Crafts, Design) <ul style="list-style-type: none"> • Pioneers of Zambian Visual Arts (Tayali Henry, Gabriel Ellison, Cynthia Zukas, Akwila Simpasa, Godfrey Settie, Shadreck Simukanga...) | | | |
| | <ul style="list-style-type: none"> • Elements of art • Principles of Art • Basic Shapes | | | |

| | | | | |
|----------------------------------|--|--|---|--|
| | <ul style="list-style-type: none"> • Types of Shading • Different textures | | | |
| 2. History of Art | <p>Zambian Art</p> <p>Pre-historic rock art of Zambia</p> <ul style="list-style-type: none"> • Traditional Crafts • Post-independence contemporary Art • Traditional decorations • Traditional artifacts | <p>Zambian Art</p> <p>Institutional art/ Organizations</p> <ul style="list-style-type: none"> • Pioneer Zambian Visual Artists (Henry Tayali, Akwila Simpasa, Godfrey Setti, Shadreck Simukanga, Gabriel Ellison, Cynthia Zukas...) • Forms of Zambian traditional art • Pottery • Local Crafts • Secular, Religious and functional items (traditional bodily / ornaments, traditional attire, sculpture, pottery...) | <p>African Art</p> <ul style="list-style-type: none"> • Sculpture (Stone, wood, metal, Bronze, gold copper • Crafts (bungles, ingots. • Traditional African sculpture) <p>West Africa Central, Southern Africa, North Africa)</p> | <p>World Art</p> <ul style="list-style-type: none"> • Gothic Art • Renaissance Art • Contemporary • Conceptual art |
| 3. Introduction To Colour | <ul style="list-style-type: none"> • Types of colours: tertiary (red-orange), warm (red, orange, yellow), cool (green, blue, violet). Mixing primary and secondary colours <p>Use of colour in daily life. The colour wheel</p> <p>Colour schemes:</p> <ul style="list-style-type: none"> • Monochromatic • Analogous/tertiary • Complimentary | <ul style="list-style-type: none"> • Colour properties; hue <p>Value, intensity, Colour as pigments Use of colour</p> | | |

| | | | | |
|---------------------------|---|--|---|--|
| | <ul style="list-style-type: none"> • Colour triads • Split complementary | | | |
| 4. Studio Practice | | <ul style="list-style-type: none"> • Tools (charcoal, chalk, pastels, crayons, pencils, pens...) • Materials (paper, ink, walls, floors, fabrics...) • Types of drawing Forms of drawing (sketches, studies, complete work) | <ul style="list-style-type: none"> • Painting, techniques and processes (Brush strokes, washing out, palette knife, resist, dry pigment and mixed media.) • Spray, spattering, dubbing, dot/pointillism... | |
| 5. Perspective | | <ul style="list-style-type: none"> • Types of Perspectives • Linear (1st, 2nd, 3rd point), scale and proportion, overlapping, aerial/atmospheric, foreshortening perspective...) • Types of views; • Rules of perspective | | |
| 6. Graphic Design | <ul style="list-style-type: none"> • Lettering (Types of letters, function of letters, Letter spacing, block and roman lettering...) • Poster making (conservation, Social activities), Convey messages. • Computer Aided design: (cards...) | <ul style="list-style-type: none"> • Computer Aided design:(lettering, card designing) • Calligraphy, • Posters on given themes such as drug abuse, drug trafficking, money laundering corruption, population concern | <ul style="list-style-type: none"> • Logo designing (Company identity) • Emblem: school badge, football team • Cards (Birthday, valentine, Christmas...) • Posters (Advertise products, futures events...) • Lettering (lower case, upper case, style of letters, Calligraphy) | <ul style="list-style-type: none"> • Logo designing (Associations, organisations) • Emblem (Universities, Colleges, School...) • Cards (occasional cards, anniversary) • Posters (On substance Abuse, child labour, Advertisement...) |

| | | | | |
|-------------------------------------|--|---|---|--|
| | | <p>and human right concern.</p> <p>Illustrations</p> <ul style="list-style-type: none"> • Kinds of illustrations • Functions of illustrations <p>Cover designing</p> <ul style="list-style-type: none"> • Cover designs • The designing processes | | |
| | | <ul style="list-style-type: none"> • Computer Aided design (logo, emblem, lettering, cards...) | <ul style="list-style-type: none"> • Mural designing • Examples of murals • career opportunities in mural designing (interior/ exterior designer) • Composing mural designs | |
| | | | <p>Product design</p> <ul style="list-style-type: none"> • Product model design (branding...) • the process of package design • functions of packaging designs • Making various packaging designs | |
| <p>7. Pattern and Design</p> | <ul style="list-style-type: none"> • Pattern Making (Random, regular) | <p>Types of Patterns:</p> <ul style="list-style-type: none"> • Boarder, geometrical, alternating, counter change... | <ul style="list-style-type: none"> • Pattern and Print making Techniques <p>Patterns: (Boarder, geometrical, alternating, counter change...)</p> <p>Techniques: (wax resist, mechanical aids...)</p> | <ul style="list-style-type: none"> • Print Making: Serigraphy (Silk Screen), digital printing Relief Printing wood block, linocut, Intaglio etching Lithography, ...) Printing Methods: Digital printing |

| | | | | |
|--|---|---|--|---|
| 8. Drawing or Painting From Imagination | <ul style="list-style-type: none"> • Imaginative compositions (my family, market place, hunting) • Drawing (Landscape, Village scenery, Town scape) • Interpreting ideas; (crosscutting issues such as: environmental education, GBV, National values and principles...) | Compositions based on: Stories narrated <ul style="list-style-type: none"> • Stories read • Pictures on various themes such as; Cross cutting issues (climate change, public health concerns...) water and sanitation, traditional ceremonies, Celebrations festivals...) | Compositions based on given themes (festivals, traditional dances and cross cutting issues) | Compositions based on: <ul style="list-style-type: none"> • Text given • Stories narrated • Cross cutting issue such as substance Abuse, Child trafficking • Abstract themes contemporary issue • Gender based violence |
| 9. Drawing or Painting from Observation | <ul style="list-style-type: none"> • Drawing from natural or man – made objects | Drawing of landscape, tree trunks, logs and twigs... | Natural Objects (leaf, bark, branch, twig, bone, foliage, stone, tree, trunk...) | <ul style="list-style-type: none"> • Natural objects (flowers, snail, shells, animals, skull, pods, root...) • Urban settings (Townscape, buildings...) • Rural setting (Chicken run, at the riverside, granary...) |
| 10. Drawing or Painting from Still Life | <ul style="list-style-type: none"> • Drawing from Still life | Compose pictures of: (household objects, still objects...) | <ul style="list-style-type: none"> • Natural Object (bones, skull plank, log...) • Man – Made objects (parts of simple machines, bottles...) • Traditional objects (baskets, traditional stools, gourds, wooden plate, walking sticks...) | <ul style="list-style-type: none"> • Natural objects (Vegetables, fruits, stone, wood...) • Man – made objectives (utensils, clothing or drapery...) • Traditional objects (smoking pipe, clay pots, winnowing basket, stools, mortar and pestle...) |

| | | | | |
|------------------------------------|---|--|--|--|
| 11. Figure Drawing | <ul style="list-style-type: none"> Stick figures (person in action) | <ul style="list-style-type: none"> Figure drawing Studies of the human body parts (head, facial features, bust, torso, ear, palm, limb, ...) | Figure drawing: <ul style="list-style-type: none"> Persons in action /different poses | <ul style="list-style-type: none"> Human figures at: (traditional ceremonies, contemporary life, religious festival...) |
| 12. Crafts In 2-D | <ul style="list-style-type: none"> Picture making: (collage, mosaic and montage, silhouette.) Weaving, plaiting and knotting (decorative wall mats, table mats, reed mats...) | <ul style="list-style-type: none"> Picture making (Frieze, montage, collage) Applique and stitchery (Quilt...) Weaving, plaiting and knotting (table mats, reed mats...) | <ul style="list-style-type: none"> Picture making (collage, montage) Paper Mache (Mixing pulp, puppets, masks) Fabric work (motif, fabric, printing, batik, tie and dye) | <ul style="list-style-type: none"> Masks (wood) Mobiles and stabiles |
| 13. Crafts In 3D | <ul style="list-style-type: none"> Book craft (Book Binding and repairing) Models of items Papier machè craft General crafts (Wire craft, Egg decorations, bead work...) | Book binding - single section (stapling) Ceramics <ul style="list-style-type: none"> works of ceramics (tiles, cutlery...) <ul style="list-style-type: none"> Papier-mâché (toys, animal shapes) General crafts (twig decorations, necklace and bangles) | <ul style="list-style-type: none"> Ornaments - Jewelry (Bone, Metal paper) Leather work (types of leather and uses; tools; techniques and process of leather work) Basketry (materials and tools, techniques) Book binding - multi section e.g. stitching, spiral, stapling Weaving, plaiting and knotting: (folders, ropes, belts ...) | <ul style="list-style-type: none"> Techniques in Ceramics |
| 14. Photography and Filming | | | <ul style="list-style-type: none"> Photography Introduction to film making | <ul style="list-style-type: none"> Introduction to Animation Exploring photography Making art works using photography based on different themes (scenery, portraits, |

| | | | | |
|-----------------------------|---|--|---|---|
| | | | | landscapes, nature...) |
| 15. Sculpture | <ul style="list-style-type: none"> • Introduction to sculpture. (additive and subtractive) • Construction and assemblage (soft toys, cars, aeroplane, insects, puppets, marionettes) • Carving (masks, stools...) | <ul style="list-style-type: none"> • Modelling: • free standing sculpture • Relief Sculpture (wall plaque, metal coins...) • Construction and assemblage (cars, sculptures, mobiles, bicycles, house models...) • Carving of: (stools, toys, spoons and cooking sticks) | <ul style="list-style-type: none"> • Types of sculpture (Wood, metal, plaster of Paris, cement...) • Maquette sculpture (stone, metal, fibre glass, cement...) | Sculpture in the round (free standing human figure, head, foot) |
| 16. Entrepreneurship | <ul style="list-style-type: none"> • Defining entrepreneurship • Using Art as a business • Appreciating Art (study tours, guided online tutorials, talk shows...) • Hosting annual exhibitions (Galleries, studio, schools, public spaces...) | <ul style="list-style-type: none"> • Appreciating Art (study tours, guided online tutorials) • Hosting annual exhibitions (Galleries, studio, schools, public and private spaces...) | <ul style="list-style-type: none"> • Developing Creative Art projects (Reuse, reduce, recycle) • Applying Marketing skills • Hosting annual exhibitions (Galleries, studio, schools, public and private spaces...) | <ul style="list-style-type: none"> • Adding value to art works • Costing artworks • Applying Marketing skills • Hosting annual exhibitions (Galleries, studio, schools, public spaces...) |

