ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

ART SYLLABUS

FORMS 5 - 6

2015 - 2022

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1.0 PREAMBLE

1.1 Introduction

The Form 5-6 Art Syllabus stimulates creativity, innovation, imagination, observation, conceptual analysis and critical thinking. The syllabus is designed to consolidate patriotism, self-identity, self-reliance and research skills, in a bid to develop learners who are versatile and able to adapt to a variety of technological insights. It widens cultural horizons and encourages enterprise through the development of artistic skills and design processes.

1.2 Rationale

Art has become an important tool for communication, social identity, technological development and nation building in the modern society. As one of the most effective forms of communication that cuts across the language barrier, it is used in education, politics, economics, cultural development and religious communication. It provides an opportunity for the learner to explore and express their feelings, stimulate creative imagination, critical thinking and develop skills essential for employment creation, enterprise, problem solving and self-discipline (Unhu/Ubuntu/Vumunhu). The acquisition of Art skills creates a versatile learner who is able to operate productively and responsibly in various fields in the modern technological society. Art provides a rich platform for inclusivity and encourages an appreciation of uniqueness in individuals, products and the environment in which they interact.

1.3 Summary of Content

The content of the Art syllabus intends to consolidate creativity, innovation and knowledge in the learner. It enhances understanding and adaption to a variety of visual, socio-cultural, aesthetic, economic and environmental challenges within their society in order to ensure sustainable development. The syllabus provides a body of theoretical and practical knowledge needed to develop an enterprising and competent Art learner in the following areas; Art History and Aesthetics, Creative Process, Adornment, Craftwork, Graphic and Multimedia Design, Industrial Design, 2 and 3 Dimensional Artworks, Photography and Videography, Animation, Interior Design, Environmental Design, Art criticism and Art Enterprise.

1.4 Assumptions

The syllabus assumes that learners have gone through infant and junior education and have the practical abilities to:

- analyse works of art
- communicate and express ideas, feelings and emotions through Artworks
- manipulate Art tools, media and equipment
- apply historical and social aspects in Art productions
- create graphic images
- demonstrate their appreciation of aesthetic values
- interpret Art themes
- use ICT tools in Art and Design
- use critical thinking to solve problems artistically

1.5 Cross - cutting isues

The Art learning area will encompass the following cross cutting themes:

- Children's rights and responsibilities
- Disaster risk management
- Financial literacy
- Sexuality, HIV and AIDS
- Child protection
- Heritage studies
- Human Rights
- Gender
- Collaboration
- Environmental issues
- Enterprise Skill
- ICTs
- Intellectual property rights / ownership

2.0 PRESENTATION OF SYLLABUS

The syllabus is presented as a single document catering for Forms 5 – 6 Secondary School Level.

3.0 AIMS

The syllabus aims to enable learners to:

3.1 resolve design challenges and come up with innovative, creative, versatile and adaptable solutions.

3.2 consolidate elements and principles of art to express mood.
3.3 develop and create 2D and 3D artworks from observation, imagination and situational settings using a variety of media.
3.4 apply information and multi-media technology tools in the production of artworks.
3.5 develop the ability to critique the different genres and aspects of Art.
3.6 foster capacity to run a business in the Art industry.

4.0 SYLLABUS OBJECTIVES

By the end of the course, learners should be able to:

4.1 create individual artworks in response to given briefs.
4.2 demonstrate a personal style and an advanced proficiency in communicating an idea, theme or emotion in artworks.
4.3 critique works of Art from different cultural contexts.
4.4 create original designs using computer aided design software.
4.5 apply creative skills to solve problems in the making of artworks.
4.6 analyse the relationship between Art Enterprise, careers and ethics.
4.7 create 2D and 3D artefacts for different end uses.

5.0 METHODOLOGY AND TIME ALLOCATION

In this syllabus, some of the learner centered and multi-sensory methods and approaches that can be used in the learning of Art at Form 5 – 6 Secondary School Level are suggested below. Principles of inclusivity, individualization, concreteness, unification and stimulation should enhance implementation of these methods.

5.1 Methodology

- Demonstration
- Discussion
- Tactility
- Group work
- Field work
- Case study
- Research
- Apprenticeship
- Survey
- Observation
- Lecture method
- Exhibitions and Gallery visits
- Educational tours
- Critique sessions
- Peer learning
- Experimentation
- Games
- Integrated learning
- Resource method
- Problem solving
- Interactive workshops

5.1.2 Time Allocation

In order to cover the content adequately, Forms 5 and 6 Art should be allocated 8 forty minute lessons per week.

N.B It must be noted that this learning area requires schools to set aside time for Apprenticeship, Festivals, Competitions, Exhibitions and Exchange programmes. Learners are expected to submit an Art portfolio and marked scripts containing records of the coursework covered in each academic year.

6.0 TOPICS

The syllabus topics are as follows:

6.1 Art History and Aesthetics
6.2 Creative Process
6.3 Adornment
6.4 Craftwork
6.5 Graphic and Multimedia Design
6.6 Industrial Design
6.7 2 Dimensional Artwork
6.8 3 Dimensional Artwork
6.9 Photography and videography
6.10 Animation
6.11 Interior Design
6.12 Environmental Design
6.13 Art criticism
6.14 Art Enterprise

7.0 SCOPE AND SEQUENCE

7.1 TOPIC: 1 ART HISTORY AND AESTHETICS

FORM 5	FORM 6
• Aspects of Zimbabwean Aesthetics • Monuments • Roles of Art	• Sub-Saharan Contemporary Art • Western Art Movements

TOPIC: 2 CREATIVE PROCESS

FORM 5	FORM 6
• Design Process • Design Models	• Project option

TOPIC: 3 ADORNMENT

FORM 5	FORM 6
• Adornment and Culture • Make up	• Project option

TOPIC: 4 CRAFTWORK

FORM 5	FORM 6
• Indigenous Crafts	• Project option

TOPIC: 5 GRAPHIC AND MULTIMEDIA DESIGN

FORM 5	FORM 6
• Manual/hand rendered graphic design	• Project option

TOPIC: 6 INDUSTRIAL DESIGN

FORM 5	FORM 6
• Product Design	• Product realisation (model and prototype)

TOPIC: 7 2 D ARTWORK

FORM 5	FORM 6
• Drawing • Painting • Print making	• Collage

TOPIC: 8 3 D ARTWORK

FORM 5	FORM 6
• 3 Dimensional Art	• Casting • Assemblage

TOPIC: 9 PHOTOGRAPHY AND VIDEOGRAPHY

FORM 5	FORM 6
• History of Photography and Videography • Principles and Techniques in photography • Digital and Analogue photography • Laws and Ethics in photography	• Photo editing • Video editing

TOPIC:10 ANIMATION

FORM 5	FORM 6
• History of Animation • Character creation • Animation software • 2 and 3Dimensional animation • Morals and Animation	• Digital animation project: 10 minute animation project • Analogue animation project: 30 seconds project

TOPIC: 11 INTERIOR DESIGN

FORM 5	FORM 6
• The Design Brief • Public Interiors • Domestic, Industrial and Corporate Interiors	• Mobile Interiors • Domestic Interiors

TOPIC 12: ENVIRONMENTAL DESIGN

FORM 5	FORM 6
• Indigenous Crafts	• Project option

TOPIC 13: ART CRITICISM

FORM 5	FORM 6
• Formal analysis of contemporary Zimbabwean Art and material culture • Style and Techniques	• Art Criticism

TOPIC 14: ART ENTERPRISE

FORM 5	FORM 6
• Careers in Art • Business Management • Studio Management • Business Communication and Ethics	• Art Enterprise

8.0 COMPETENCY MATRIX

8.1 FORM 5

TOPIC: 1 ART HISTORY AND AESTHETICS

TOPIC/SUB-TOPIC(S)	LEARNING OBJECTIVES: learners should be able to:	CONTENT(Attitudes, Knowledge and skills)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
Aspects of Zimbabwean Aesthetics	• interpret Zimbabwean Heritage symbols • analyse principles and elements of design in Zimbabwean Art • examine the context and meaning of Zimbabwean artwork	• Heritage Symbols • Principles and elements of Art • Context and meaning	• Identifying Zimbabwean Heritage symbols • Explaining significance of Zimbabwean Heritage symbols • Classifying Zimbabwean Heritage symbols • Recognising the visual elements and principles in artworks • Distinguishing the context and meaning of Zimbabwean artworks	• Zimbabwe birds • Murals and friezes • Zimbabwe notes and coins • Print media • Electronic media • National Art Galleries • ICT tools • Museums
Monuments	• name the ancient ruins found in Zimbabwe • identify places where natural heritage sites are found in Zimbabwe • make a model of a heritage site of own choice	• Ancient Ruins in Zimbabwe • Natural heritage sites	• Identifying Zimbabwean ancient ruins • Explaining the purpose of selected ancient sites found in Zimbabwe • Constructing a model of a known heritage site.	
Roles of Art	• outline the role of Art in Society, religion, rituals and economic development. • critique work of Art from different Zimbabwean Societies	• Art in society: environment, religion, rituals, economic development and politics.	• Comparing roles of Art in different settings. • Describing the role of Art in different Zimbabwean societies	

TOPIC: 2 CREATIVE PROCESS

TOPIC/SUB-TOPIC(S)	LEARNING OBJECTIVES: learners should be able to:	CONTENT(Attitudes, Knowledge and skills)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
Design Process	• analyse the stages of the design process • solve given problems using the design process • create a model relating to given briefs	• Stages of the Design process • Design models • Skills, processes and tools for use • Creation of 2D and 3 D models	• Evaluating the stages of the design process • Applying the design process to solve given problems • Constructing models relating to given briefs	• ICT tools • Print media • Art materials • Photographs

TOPIC: 3 ADORNMENT

TOPIC/SUB-TOPIC(S)	LEARNING OBJECTIVES: learners should be able to:	CONTENT(Attitudes, Knowledge and skills)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
Adornment and Culture	• describe the purpose of body make up and adornment • show how make up can be used to depict certain characters in film and drama	• Traditional Zimbabwean body adornment • Hair styles and make up • Body incisions and and cultural beliefs • Theatrical adornment	• Stating the purpose of make up and adornment. • Adorning characters for theatre and film.	• Make up kits • ICT tools • Hair dressing equipment • Paints

TOPIC: 4 CRAFTWORK

TOPIC/SUB-TOPIC(S)	LEARNING OBJECTIVES: learners should be able to:	CONTENT(Attitudes, Knowledge and skills)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
Indigenous crafts	• categorise different types of crafts. • explore alternative ways of using art tools and materials. • produce a craft using chosen media and equipment	• Types of craft • Craft making processes • Materials and tools	• Grouping different types of crafts • Selecting media and equipment for the production of artworks. • Constructing a craft using chosen media and equipment	• Tools and materials • Print media • ICT tools

TOPIC: 5 GRAPHIC AND MULTIMEDIA DESIGN

TOPIC/SUB-TOPIC(S)	LEARNING OBJECTIVES: learners should be able to:	CONTENT(Attitudes, Knowledge and skills)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
Manual/hand rendered graphics	• compare software packages available for graphic design • experiment with tools for various design software packages. • create different products using a range of graphic software	• Graphic design software • Graphic design research • Graphic portfolio development • Analogue and digital portfolio development	• Analysing software packages available for graphic design. • Exploring design software tools • Using software packages to produce various graphics products.	• ICT tools • Software packages • Graphic tools

TOPIC: 6 INDUSTRIAL DESIGN

TOPIC/SUB-TOPIC(S)	LEARNING OBJECTIVES: learners should be able to:	CONTENT(Attitudes, Knowledge and skills)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
Product Design	• carry out research that informs the design process • create storyboards that guide the design process • produce suitable prototypes	• Design research • Storyboard or concept board	• Identifying design needs • Researching on needs and challenges • Recording findings • Producing drawings • Compiling storyboards or concept board • Creating prototypes	• Models • Prototypes • Charts • Drawing equipment • Workshop equipment

TOPIC: 7 2 DIMENSIONAL ARTWORKS

TOPIC/SUB-TOPIC(S)	LEARNING OBJECTIVES: learners should be able to:	CONTENT(Attitudes, Knowledge and skills)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
Explorative drawing, painting and print making	• use a variety of media to create drawings from observation and imagination	• Observational drawing - Still life - Figure drawing - Interiors and exteriors	• Arranging still life set up • Creating drawings	• Silk screen • Photographs • Found objects • Paints • Brushes • Easels • Printing press • Inks • Rollers • Mutton cloth • Squeegee • Lino board
	• create paintings in response to various themes using a variety of drawing and painting media	• Painting - Painting media - Imaginative composition in colour - Still life studies	• Executing paintings • Creating mixed media paintings	
	• produce prints using a variety of printing methods	• Print making - Relief printing - Intaglio - Serigraphy	• Producing printing plates • Creating print portfolios ready for market.	

TOPIC: 8 3 DIMENSIONAL ARTWORKS

TOPIC/SUB-TOPIC (S)	LEARNING OBJECTIVES: learners should be able to:	CONTENT(Attitudes, Knowledge and skills)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
3 dimensional Art	• make 3 Dimensional artwork using a variety of moulding methods • create different sculptures using the additive and subtractive methods • explore ways of preserving materials and artwork	• Modeling - Modeling materials - Moulding processes • Sculpture - Additive sculpture - clay, wire Art, assemblage, papier-mâché and basketry - Subtractive sculpture - wood carving, stone sculpture • Preservation of materials and artwork	• Preparing modeling materials • Creating artwork using modeling and moulding processes • Selecting sculpting materials and tools • Producing the sculpture • Critiquing sculptures • Preserving materials and artwork	• Sculpting tools • Sculpting materials • Sculptures • Photographs • Clay • Preservation materials • Wire • Ilala - murara • Reeds • Bark • Wood

TOPIC: 9 PHOTOGRAPHY AND VIDEOGRAPHY

TOPIC/SUB-TOPIC(S)	LEARNING OBJECTIVES: learners should be able to:	CONTENT(Attitudes, Knowledge and skills)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
Photography **Videography**	• discuss the history of Zimbabwean photography. • explain the historical development of photography from analogue to digital stage. • produce photographs that demonstrate an understanding of the principles and techniques of photography. • discuss history of videography in Zimbabwe • produce photographs and videos that demonstrate an understanding of the principles and techniques of photography and videography • critique the work of famous photographers	• History of photography • Principles, processes and techniques in photography • Analogue and digital photography • Genres of photography such as - Portraiture - Industrial - Fashion - Botanical - Wild Life - Aviation - Photojournalism - Advertising - Mining - Food - Art • History of videography • Principles, processes and techniques in videography • Analogue and digital videography	• Researching on the history of photography • Tracing the history of Zimbabwe through photography • Discussing the history of photography and videography • Visiting galleries and scenic areas. • Exploring the history of videography in Zimbabwe • Shooting photographs and films • Examining famous photographs and films • Analysing the photographs and films	• Photographs • Films • Cameras • Computers and software

TOPIC: 10 ANIMATION

TOPIC/SUB-TOPIC(S)	LEARNING OBJECTIVES: learners should be able to:	CONTENT(Attitudes, Knowledge and skills)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
Animation	• discuss the historical development of animation • use a variety of appropriate software to create animated material • explore types of animation • make short motion clips using 2 Dimensional and 3 Dimensional animation techniques	• World History of animation - Disney productions - Motion pictures • History of animation in Zimbabwe • Draw moving objects - different postures - automation • Types of animation • Character creation • Animation Software • 2 Dimensional and 3 Dimensional animation	• Watching animated products • Researching on the history of animation • Discussing the historical development of animation • Rendering images for animation • Discussing types of animation • Creating characters for animation, films, advertisements and interfaces. • Producing 2 and 3 Dimensional animation clips.	• Animated films • Advertisements and interfaces • Computers • Software • Scanners • Cameras • Photographs • Television set • Materials for animation • Puppets

TOPIC: 11 INTERIOR DESIGN

TOPIC/SUB-TOPIC(S)	LEARNING OBJECTIVES: learners should be able to:	CONTENT(Attitudes, Knowledge and skills)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
The design Brief **Public Interiors**	• explore the history of Interior Design in Zimbabwe and beyond • investigate the client's needs • explore the materials and equipment for the project. • create a portfolio for clients • appraise art in public places • execute art which commemorates the Zimbabwe war of liberation • design art that encourages social and economic development	• History of interior design • Principles and processes of interior design • Research on client's needs such as - domestic interiors - school and corporate interiors - school and corporate functions • Materials and equipment • Public Art • Chimurenga Art • Art for Economic Development	• Discussing the history of Interior Design in Zimbabwe and beyond • Examining the client's specifications Listing the specifications • Drafting a project quotation • Sourcing materials and equipment to be used in the project. • Conducting situational brainstorming on the function of the space. • Compiling a portfolio for your client • Identifying places with public art. • Visiting places with public art e.g. Art Galleries, museums, National Heroes Acre. • Producing artworks for public spaces to commemorate the Zimbabwean War of Liberation • Designing art for public spaces to encourage economic development	• Design journals and magazines • Colour wheel • Colour swatches • Clipboard • Laptop • Camera • Tape measure • Sawing machine • Fabrics and cotton • Scissors and haberdashery • Sculpting tools • Wood • Sculpting stones.

TOPIC 12: ENVIRONMENTAL DESIGN

TOPIC/SUB-TOPIC(S)	LEARNING OBJECTIVES: learners should be able to:	CONTENT(Attitudes, Knowledge and skills)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
Environmental Design	• analyse the role of environmental designs in civic spaces • design art for public consumption in civic spaces • discuss environmental conservation	• Indigenous and local environmental designs • Environmental designs in civic space • Reduce, reuse and recycle • Conservation	• appreciating the role of environmental designs in civic spaces • Touring civic spaces such as homes, recreational parks, airport, stadiums, colleges, schools, termini and business centres. • Creating environmental designs for civic spaces to promote self-identity as a nation while preserving the environment	• Photographs • Videos • Cameras • Stone • Wood • Shovels • Pickaxes • Spade • Wheelbarrow

TOPIC 13: ART CRITICISM

TOPIC/SUB-TOPIC(S)	LEARNING OBJECTIVES: learners should be able to:	CONTENT(Attitudes, Knowledge and skills)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
Art Criticism	• discuss the history of art criticism in the context of Zimbabwe and the world • describe the major theories of art criticism • critique given artefacts guided by the formal approach to art criticism	• History of art criticism. • Formal approach to art criticism • Art criticism in the African context • Journalistic art criticism	• Researching the history of art criticism • Discussing the formal approaches to art criticism • Assessing use of elements and principles of design in artworks. • Critiquing artefacts in the context of historical continuity and change • Analysing journalistic art criticism articles	• Artefacts • Photographs • Museum visits • Newspaper articles • Resource persons • Journals • Art galleries

TOPIC 14: ART ENTERPRISE

TOPIC/SUB-TOPIC(S)	LEARNING OBJECTIVES: learners should be able to:	CONTENT(Attitudes, Knowledge and skills)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
Art Enterprise	• Develop a project proposal	• Project proposal - project cycle - feasibility study - capital projection - projected cash flow	• writing a project proposal	• Easels • Palettes • Desk • Hair • Brushes • Paints • Tool box • Business cards • Corporate wear • Stationery • Telephone • ICTs
	• Illustrate an ability to manage an art business	• Financial - management - investment - pension - costing and value - negotiation - insurance	• demonstrating an ability to manage an art business	
	• Practise organisational skills and techniques of studio management	• Studio management - self-management - studio resources - safety and Health - client management	• applying organisational skills and techniques of studio management • observing safety rules in the studio • maintaining tools and materials	

8.2 FORM 6

TOPIC: 1 ART HISTORY AND AESTHETICS

TOPIC/SUB-TOPIC(S)	LEARNING OBJECTIVES: learners should be able to:	CONTENT(Attitudes, Knowledge and skills)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
• **Sub-Saharan Contemporary Art**	• select a genre of their choice to work on. • discuss the contribution made by renowned artists from Africa	• Mixed media • Sculpture • Painting • Collage • Photography • Installation • Renaissance • Expressionism • Realism • Impressionism • Surrealism • Expressionism	• Critiquing works of Art • Choosing a theme to work on.	• Resource person • Resource folders • Internet • Print media • Camera • Photographs • Museums • Art galleries
• **Western Art movements**	• examine the contribution made by African aesthetics to Western art movements • experiment with media and technical processes to create a work of art using styles and techniques from chosen art movements		• Discussing the contribution made by African aesthetics to Western art • Combining different media and technical processes to create artwork • Comparing different western art movements • Visiting local artists, museums and galleries.	

TOPIC :2 INDUSTRIAL DESIGN

TOPIC/SUB-TOPIC(S)	LEARNING OBJECTIVES: learner should be able to:	CONTENT(Attitudes, Knowledge and skills)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
Realisation	• construct models and prototypes	• Product realisation	• Producing models and prototypes • Testing the prototypes	• Models • Prototypes • Textbooks • Charts • Drawing equipment • Workshop equipment

TOPIC: 3 2 DIMENSIONAL ART

TOPIC/SUB-TOPIC(S)	LEARNING OBJECTIVES: learners should be able to:	CONTENT(Attitudes, Knowledge and skills)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
Collage	• create two dimensional artefacts using the collage technique	• Collage making - Paper collage - Glass collage - Using found projects - Soil collage - Seed collage - Photomontage	• Collecting and sorting collage units • Creating collage artefact • Critiquing the collage artefacts	• Stones • Photographs • Objects • Paints • Brushes • Easels • Printing press • Glue • Seeds • Soil particles

TOPIC: 4 3 DIMENSIONAL ART

TOPIC/SUB-TOPIC(S)	LEARNING OBJECTIVES: learners should be able to:	CONTENT(Attitudes, Knowledge and skills)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
Assemblage **Casting**	• use a variety of Art materials to create assemblages. • produce 3 Dimensional artwork using different casting methods	• Assemblage processes - Gluing - Joinery - Welding - • Mould making	• Preparing materials for assemblage • Constructing the artwork • Preparing the mould • Preparing the casting material • Casting the artwork • Critiquing the artwork	• Sculptures • Casting material • Release agent • Photographs

TOPIC: 5 PHOTOGRAPHY AND VIDEOGRAPHY

TOPIC/SUB-TOPIC(S)	LEARNING OBJECTIVES: learners should be able to:	CONTENT(Attitudes, Knowledge and skills)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
Photo editing and video editing	• edit photographs and videos using appropriate editing software	• Photo editing: software such a; - Picasa - Photo shine - Adobe suite - CorelDraw • Video editing: software such as; - Final cut - Corel pro - Adobe Premiere Pro	• Digitising the photographs and videos • Editing the photographs and videos	• Video editing software • Photo editing software

TOPIC: 6 ANIMATION

TOPIC/SUB-TOPIC(S)	LEARNING OBJECTIVES: learners should be able to:	CONTENT(Attitudes, Knowledge and skills)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
Analogue animation project **Digital animation project**	• develop hand rendered images for analogue animation • create images for digital animation clips • produce short animated video clips for different uses.	• Rendering analogue animation characters • Creating digital animation characters • Animating images using software	• Researching on animation characters and subjects • Compiling storyboards for the animation project • Creating the animated characters. • Creating animation clips or cartoon strips.	• Animated films • Advertisements and interfaces • Computers • Software • Scanners • Cameras • Photographs • Television set • CDs • DVDs • USBs

TOPIC: 7 INTERIOR DESIGN

TOPIC/SUB-TOPIC(S)	LEARNING OBJECTIVES: learners should be able to:	CONTENT(Attitudes, Knowledge and skills)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
Mobile Interiors **Domestic Interiors**	• create interior design schemes that reflect our Zimbabwean national identity in public transport. • compare indigenous domestic interiors • Create portfolio with designs for a domestic interiors • analyse the design of Industrial and corporate interiors	• Public Transport - Buses - Commuter Omni buses - Trains - Aeroplanes - Helicopters - Corporate interiors and public space • Sources of inspiration - National Symbols - National flags - National Heroes Acre - Zimbabwe Ruins - National Cloth • Indigenous domestic interiors • Different types of domestic interiors	• Studying the National Flag, Court of Arms • Producing interior design schemes that reflect our Zimbabwean national identity in public interiors • Producing a portfolio with designs for a domestic interior • Creating designs for industrial and corporate interiors • Identifying systems of heraldry used in the national symbols • Assembling a portfolio on different styles of domestic interiors	• National flag • National Court of Arms • Flags and court of arms from other African countries • Rural hut • Culture houses • Clay pots • Gourds • Heritage symbols

TOPIC 8: ART CRITICISM

TOPIC/SUB-TOPIC(S)	LEARNING OBJECTIVES: learners should be able to:	CONTENT(Attitudes, Knowledge and skills)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
Art Criticism	• compile art critiques of Zimbabwean artworks	• Famous Zimbabwean artwork and artists • Components of an art criticism article	• Carrying out research on Zimbabwean artwork and artists • Analysing artworks for art criticism • Compiling art critiques • visiting museums, art galleries and National Archives	• Artworks • Photographs • Newspaper articles • Magazines • Art journals

TOPIC 9: ART ENTERPRISE

TOPIC/SUB-TOPIC(S)	LEARNING OBJECTIVES: learners should be able to:	CONTENT(Attitudes, Knowledge and skills)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
Art Enterprise	• develop a project proposal	• Project proposal - project cycle - feasibility study - capital projection - projected cash flow	• Writing a project proposal	• Easels • Palettes • Desk • Chair • Brushes • Paints • Tool box • Business cards • Corporate wear • Stationery • Telephone • ICTs
	• illustrate an ability to manage an art business	• Financial - management - investment - pension - costing and value - negotiation - insurance - business etiquette	• Demonstrating an ability to manage an art business	
	• practise organisational skills and techniques of studio management	• Studio management - self-management - studio resources - safety and health - client management	• Applying organisational skills and techniques of studio management • Observing safety rules in the studio • Maintaining tools and materials	
	• organise an art exhibition	• Art exhibition • Press release - who - what - when - how - why - where	• Planning an art exhibition • Discussing artist client relationship • Role-playing business etiquette • Preparing a press release • Arranging a press conference to a preview • Conducting an official opening of the exhibition • Compiling the mailing list for buyers, important guests and patrons	

9.0 ASSESSMENT

9.1 a) ASSESSMENT OBJECTIVES

By the end of Forms 5 - 6 Secondary School Level, learners should be able to:

9.1.1 demonstrate an understanding of Zimbabwean, African and relevant World Art Histories and cultures
9.1.2 use art language to interpret Zimbabwean historical symbols and artwork
9.1.3 apply elements of art and principles of design in the production of artworks
9.1.4 control materials, processes and techniques in an informed and disciplined way resulting in client ready products
9.1.5 demonstrate knowledge and expertise in the use of media, equipment and technology
9.1.6 apply knowledge of elements of art and principles of design in the creation of interior, industrial and environmental designs for specific end-uses
9.1.7 demonstrate an ability to apply aesthetic principles in designing and critiquing artworks
9.1.8 demonstrate expertise and dexterity in rendering 2 and 3 Dimensional compositions
9.1.9 show an understanding and ability to operate photographic and videography equipment
9.1.10 communicate information relevant to an idea, subject or theme and evaluate this in a systematic way
9.1.11 show an individual, sensitive and creative response to a stimulus and develop an idea, theme or subject.
9.1.12 demonstrate originality in the development of concepts and execution of artworks
9.1.13 research, select, record and present information in visual form
9.1.14 discuss the role of Art as a vehicle for human experiences
9.1.15 assemble a comprehensive Art portfolio
9.1.16 demonstrate roles in collaborative art production and specialisation
9.1.17 demonstrate awareness of legal, moral and ethical practice pertaining to art
9.1.18 demonstrate enterprise skills in art enterprise

9.2 (b) SCHEME OF ASSESSMENT

Art will be assessed continuously from Form 5 - 6 through coursework and examination. Learners will be assessed in the following areas:

9.2.1 COURSE WORK AND EXAMINATION

PRACTICAL	Controlled test
	Continuous Assessment: Portfolio
	Research project
THEORY	Writing assignments and Tests

9.2.3 Examinations

Title	Duration	Marks	Weighting (%)
Paper 1: Theory **Structured paper** **Section A: Structured questions – 10%** **Section B: Semi-structured Essays – 20%**	3 hours	100	30%
Paper 2: Practical **Controlled Test** **Section A:Observation From Primary Sources** **Section B:Composition In Colour**	6 hours	100	30%
Section C:Design On Paper			
Coursework: **Continuous assessment** **Portfolio – 15%** **Theory Assignments and Tests -5%**	2 years	100	20%
Research project	2 years	100	20%
Total for papers 1 and 2 , coursework and project		400	100%

9.3 (c) SPECIFICATION GRID

The guide below illustrates the relationship between the assessment objectives and components of the scheme of assessment

PAPER	KNOWLEDGE AND CRITICAL UNDERSTANDING	MANIPULATIVE ARTISTIC AND ANALYTICAL SKILLS	AESTHETIC QUALITIES	PERSONAL QUALITIES
1	25	25	25	25
2	25	25	25	25
Coursework	25	25	25	25
Project	25	25	25	25

Paper Description

Paper 1

Theory Paper
This component has two sections.

- Section A-Structured (40marks) consists of five structured questions. Each question carries 8 marks. Candidates are expected to answer all questions in this section writing their responses on the question paper. This section will constitute 10% of the total examination.

- Section B-Semi structured and essay type questions (60 marks). This paper consists of 5 semi -structured and essay type questions. Candidates are expected to choose any 3 questions. Each question in this section carries 20 marks. Candidates are expected to write their responses on separate paper provided. This section will constitute 20% of the total examination.

Paper 2
Controlled Test

- Practical Paper-(100 marks). This component consists of 3 sub-sections. Each sub-section consists of practical tasks and candidates are expected to choose one task. Examiners are expected to assess the candidate using a check list.
- The candidate will choose one stimulus from the examination paper from which to make studies. The three sub-sections are as follows:
  -direct Observation from primary sources
  -composition in colour and
  -design on paper

Coursework
Continuous Assessment; Portfolio

- A portfolio of 6 finished pieces showing a wide range of experiences drawn from any 4 of the following areas; craft, drawing, print making, collage, textiles, painting, sculpture, moulding and modeling. The work may reflect experimentation in a variety of media, techniques and subjects. The 6 finished pieces should be mounted and not exceeding A1 in size. A candidate may submit 3 photographs of each of any 3 Dimensional artworks showing the stages of development. The total weighting for the portfolio is 15%
- 5% of continuous assessment will be awarded for an assignment and test exercise written for each academic year

NB The marked scripts should be made available for external assessment

Research project

- The aim of research is to test the candidate's ability to carry out a prolonged study, resulting in the submission of one chosen specialization area in the following: painting and related media, ceramics, graphic design, print making, photography, textiles, sculpture, fashion design as well as film and video. The intention of this component is to allow candidates to pursue a field of study in a chosen area and show in-depth research and development of ideas. A workbook including sketches, diagrams, trials and processes relating to the artwork should be submitted together with the product. The weighting for this section is 20%