

**Department of Education  
Arts & Sciences Section  
Visual Arts Unit  
Pacing Course Outline  
Grade 7 - 12  
Academic Year 2021 – 2022**



**Department of Education****Arts & Sciences Section*****Visual Arts Unit*****Pacing Course Outline****Grade 7 - 12****Academic Year 2021 – 2022**

**Course Description:** Visual Arts is an academic discipline that leads to the field of Art, Architecture and Engineering. It is a high school program that is done for 6 years. Students will be engaged in courses such as Drawing and Painting, Art History, Graphic Design, and Sculpture/2D & 3-D Design in grades 7 through 12. This pathway is for students aspiring to become Film-Makers, Graphics Art Technicians, Graphic artists, Advertising Designers, Interior Decorators, Art Therapists, Art Historians, Architectural Model Builders, Fashion Designers, Internet Web Page Designers, Costume Designers, Sculptors, Painters, Set Designers, Photo Journalists, Film Critics, and Estate Appraisers etc.

**Pre – Requisites:** To maximize the potential successes of our students, it is strongly recommended that all persons enrolled in this course at **grade 10** possess the following BJC passes or equivalent: Art (C), Maths (C) English Language (C).

To keep our students on target and permit you to follow their progress and expected outcomes, this document outlines the expected areas of focus for the academic year of 2021 – 2022. Please visit the Ministry of Education’s website at <https://www.ministryofeducationbahamas.com/> for ongoing updates.

## Grade: 7

Time	Objectives	Topic	Curriculum Link	Assessment
<p>3 Weeks</p> <p>3 Weeks</p>	<ul style="list-style-type: none"> <li>• Define art</li> <li>• Develop awareness of careers in art</li> <li>• Identify tools and materials used in art</li> <li>• Develop an appreciation and become critically aware of works of art and artists;</li> <li>• Develop a vocabulary for artistic expression;</li> <li>• Define line</li> <li>• Identify the 5 basic lines</li> <li>• Identify lines in nature and man-made environment</li> <li>• Recognize and use lines to produce artwork.</li> <li>• Define contour and gesture drawing</li> <li>• Use lines to create contour drawings, gesture drawings and calligraphic drawing;</li> <li>• Use lines to create movement</li> <li>• Overlap lines to create spatial relationships</li> <li>• Use a line to create a shape</li> <li>• Develop a comprehension of art vocabulary</li> </ul>	<p><b>Introduction to Art</b></p> <ol style="list-style-type: none"> <li>a. What is Art?</li> <li>b. Materials used in Art</li> <li>c. Historical development of art/ Cave drawings</li> </ol> <p>The steps/stages of drawing.</p> <p><b>Line</b></p> <ol style="list-style-type: none"> <li>a. The study of a line (5 basic lines)</li> <li>b. Definition</li> <li>c. Line in nature</li> <li>d. Contour Drawing</li> </ol> <p><b>Line continued</b></p> <ol style="list-style-type: none"> <li>e. Gesture Drawing</li> <li>f. Line &amp; Value</li> </ol>	<p>NOT AVAILABLE</p>	<p>Practical application of techniques taught</p> <p>Produce work of creative expressions</p> <p>Conduct a critical analysis of the work of others</p> <p>Quizzes. Presentations and tests</p> <p>Continuous assessment portfolio</p>

<b>4 Weeks</b>	<ul style="list-style-type: none"> <li>• Define shape and form</li> <li>• Identify the 5 basic shapes and forms</li> <li>• Draw the shapes and forms without the use of mechanical instruments</li> <li>• Recognize shapes and forms in their environment</li> <li>• Differentiate between 2-D and 3-D</li> <li>• Use shape and form to draw objects</li> <li>• Discuss the relationship between shape and form</li> </ul>	<b>Shape &amp; Form</b> <ol style="list-style-type: none"> <li>a. Definition of shape and form</li> <li>b. 5 basic geometric shapes</li> <li>c. Organic Shapes</li> <li>d. Positive and Negative Shapes</li> <li>e. 5 basic forms</li> <li>f. The difference between 2-D and 3-D</li> </ol>		<b>Practical application of techniques taught</b>  <b>Produce work of creative expressions</b>  <b>Quizzes. Presentations and tests</b> <b>Continuous assessment portfolio</b>
<b>3 Weeks</b>	<ul style="list-style-type: none"> <li>• Define value</li> <li>• Define tints and shades</li> <li>• Define shading, shadows and highlights</li> <li>• Explain and create tints and shades</li> <li>• Create a Value scale</li> <li>• Differentiate between shading, shadows and highlights</li> <li>• Shade an object using either hatching, crosshatching and stippling</li> </ul>	<b>Value</b> <ol style="list-style-type: none"> <li>a. Definition of value</li> <li>b. The value scale</li> <li>c. Definition of shading, shadows, and highlights</li> <li>d. The 3 basic shading techniques</li> </ol>		<b>Practical application of techniques taught</b>  <b>Produce work of creative expressions</b>  <b>Quizzes. Presentations and tests</b>  <b>Continuous assessment portfolio</b>
<b>3 Weeks</b>	<ul style="list-style-type: none"> <li>• Define Balance and Proportion</li> <li>• Experiment with symmetrical and asymmetrical balance</li> <li>• Recognize and apply balance and proportion</li> <li>• Experiment with different qualities of proportion</li> <li>• Determine size placement and proportion</li> <li>• Draw a balanced still life</li> <li>• Draw the human figure in the correct proportion.</li> </ul>	<b>Balance and Proportion</b> <ol style="list-style-type: none"> <li>a. Definition of balance</li> <li>b. Definition of proportion</li> <li>c. Types of balance</li> <li>d. Create a composition using balance</li> <li>e. The human proportion</li> <li>f. Exaggeration and distortion</li> </ol>		<b>Practical application of techniques taught</b>  <b>Produce work of creative expressions</b>  <b>Quizzes. Presentations and tests</b>  <b>Continuous assessment portfolio</b>

	<ul style="list-style-type: none"> <li>• Experiment with the golden ratio</li> </ul>			
4 weeks	<ul style="list-style-type: none"> <li>• Develop an understanding of the history of art and artists</li> <li>• Develop an appreciation for visual arts and become critically aware of works of art</li> <li>• Develop research skills</li> <li>• Develop critical thinking skills</li> <li>• Compare and contrast styles, materials, and techniques</li> <li>• Produce a piece of artwork based on the style of local or international artists</li> <li>• Develop a comprehension of art vocabulary</li> </ul>	<b>Art Appreciation</b> <ol style="list-style-type: none"> <li>Analyzing and critiquing local and international art and artists</li> <li>Egyptian Art</li> <li>Renaissance Art</li> <li>Impressionism/Post Impressionism</li> <li>Modern Art</li> </ol>		<b>Practical application of techniques taught</b>  <b>Produce work of creative expressions</b>  <b>Quizzes. Presentations and tests</b> <b>Conduct a critical analysis of the work of others</b>
6 Weeks	<ul style="list-style-type: none"> <li>• Define colour</li> <li>• Define and identify colours of the spectrum</li> <li>• Define hue, value, intensity</li> <li>• Define and identify the colour schemes</li> <li>• Discuss the use of colour schemes in famous paintings</li> <li>• Demonstrate an awareness of the effective use of colour;</li> <li>• Develop and demonstrate an understanding of colour theory</li> <li>• Experiment with colour mixing to obtain a variety of values and intensities</li> </ul>	<b>Colour</b> <ol style="list-style-type: none"> <li>Where does colour come from</li> <li>Primary and Secondary Colors</li> <li>Colour Schemes</li> <li>Complementary,</li> <li>Tertiary,</li> <li>Warm and Cool Colors)</li> <li>Tints and Shades</li> <li>The Properties of colour Hue, Value, Intensity</li> <li>The Color Wheel</li> <li>Colour Mixing</li> </ol> <b>Watercolour Techniques:</b> <ol style="list-style-type: none"> <li>Flat wash</li> <li>Graded wash</li> </ol>		<b>Practical application of techniques taught</b>  <b>Produce work of creative expressions</b>  <b>Quizzes. Presentations and tests</b>  <b>Continuous assessment portfolio</b>

	<ul style="list-style-type: none"> <li>• Relate colours to emotions</li> <li>• Obtain a colour balance</li> <li>• Produce and use a variety of tones</li> <li>• Identify, define and experiment with a variety of watercolour techniques</li> <li>• Discuss the historical developments in painting from ancient to modern</li> </ul>	<ul style="list-style-type: none"> <li>d. Stippling</li> <li>e. Wax Resist</li> <li>f. Salt technique</li> <li>g. Dry Brush</li> <li>h. Underpainting</li> <li>i. Water blooms</li> <li>j. layering</li> </ul>		
3 weeks	<ul style="list-style-type: none"> <li>• Recognize and apply balance and proportion</li> <li>• Explain one-point as well as aerial perspective</li> <li>• Draw and paint simple pictures showing background, middle ground, fore ground.</li> <li>• Draw cubes, buildings using a one-point perspective</li> <li>• Paint a picture from a theme</li> </ul>	<p><b>Interpretative Study</b></p> <ul style="list-style-type: none"> <li>a. One-point perspective</li> <li>b. basic composition</li> </ul> <p><b>Seascape in Watercolours:</b></p> <ul style="list-style-type: none"> <li>a. Perspective; Aerial and linear;</li> <li>b. Paint a simple seascape using at least 4 different watercolour techniques;</li> </ul>		<p><b>Practical application of techniques taught</b></p> <p><b>Produce work of creative expressions</b></p> <p><b>Continuous assessment portfolio</b></p>
3 weeks	<ul style="list-style-type: none"> <li>• Define texture</li> <li>• Identify kinds of textures from man-made and the environment</li> <li>• Develop the ability to use a variety of textural effects in drawing</li> <li>• Explore different media to create texture</li> <li>• Express ideas and feelings using a variety of textures</li> </ul>	<p><b>Texture</b></p> <ul style="list-style-type: none"> <li>a. Definition of texture</li> <li>b. Kinds of texture</li> <li>c. Experimenting with texture</li> <li>d. Creating with textures</li> </ul> <p><b>Texture Continued</b></p> <ul style="list-style-type: none"> <li>e. Natural and man-made textures</li> <li>f. Create drawings</li> </ul>		<p><b>Practical application of techniques taught</b></p> <p><b>Produce work of creative expressions</b></p> <p><b>Quizzes. Presentations and tests</b></p> <p><b>Continuous assessment portfolio</b></p>
4 weeks	<ul style="list-style-type: none"> <li>• Understand drawing from observation is observing something then recording what is seen</li> <li>• Recognize and use space and textures to produce a composition;</li> </ul>	<p><b>Observational Study</b></p> <ul style="list-style-type: none"> <li>a. Tools &amp; Materials</li> <li>b. Stages of drawing</li> <li>c. Studies of simple forms</li> <li>d. Composition</li> </ul>		<p><b>Practical application of techniques taught</b></p> <p><b>Produce work of creative expressions</b></p>

	<ul style="list-style-type: none"> <li>• Understand spatial relationships between a variety of objects</li> <li>• Explore and create observation drawings</li> <li>• Use the scientific method, germination or metamorphosis for observing.</li> <li>• Reproduce realistic forms and shapes from observation</li> <li>• Paint from observation</li> <li>• Record the human figure from direct observation</li> </ul>	<ul style="list-style-type: none"> <li>e. The human form</li> <li>f. Portraits</li> </ul>		<p><b>Quizzes. Presentations and tests</b></p> <p><b>Continuous assessment portfolio</b></p>
4 weeks	<ul style="list-style-type: none"> <li>• Define lettering and related terms: upper case, lower case, characters, calligraphy</li> <li>• Identify careers related to typography</li> <li>• Understand and appreciate the language of art relating to lettering</li> <li>• Understand the historical development of lettering</li> <li>• Explore and Experiment with Typography</li> <li>• Design posters and other graphics or images using the computer</li> <li>• Produce a simple graphical design;</li> <li>• Produce a label for either a food item or cleaning supplies</li> </ul>	<p><b>Graphic Design</b></p> <ul style="list-style-type: none"> <li>a. Typography</li> <li>b. Basic block letters</li> <li>c. Designs for food labels, cleaning supplies, t-shirts, etc.</li> </ul>		<p><b>Practical application of techniques taught</b></p> <p><b>Produce work of creative expressions</b></p> <p><b>Quizzes. Presentations and tests</b></p> <p><b>Continuous assessment portfolio</b></p>
3 weeks	<ul style="list-style-type: none"> <li>• Define and identify the use of patterns, man-made as well as natural</li> <li>• Identify motifs</li> </ul>	<p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>a. Definition of pattern</li> <li>b. Geometric</li> <li>c. Alternate</li> </ul>		<p><b>Practical application of techniques taught</b></p>

	<ul style="list-style-type: none"> <li>• Explore motif designs</li> <li>• Develop patterns using a variety of methods and techniques;</li> <li>• Identify the use of patterns in artwork</li> <li>• Produce a collection of simple prints using found objects, or simple carving.</li> </ul>	<ul style="list-style-type: none"> <li>d. Abstract</li> <li>e. Overlapping</li> <li>f. Create artwork using pattern</li> </ul> <p><b>Printmaking</b></p> <ul style="list-style-type: none"> <li>▪ Found objects</li> <li>▪ Simple carving</li> </ul>		<p><b>Produce work of creative expressions</b></p> <p><b>Quizzes. Presentations and tests</b></p> <p><b>Continuous assessment portfolio</b></p>
6 weeks	<ul style="list-style-type: none"> <li>• Define free-standing and relief sculpture</li> <li>• Identify relief and freestanding sculpture around them.</li> <li>• Discuss relief and freestanding sculptures in art culture</li> <li>• Use natural and man-made materials to produce a two or three-dimensional art piece;</li> <li>• Develop a creative textile item</li> <li>• Demonstrate good listening skills by following instructions to produce work</li> <li>• Develop a comprehension of art vocabulary</li> <li>• Create a freestanding or relief sculpture</li> </ul>	<p><b>Sculpture and 2D Crafts</b></p> <ul style="list-style-type: none"> <li>a. Definition of Sculpture</li> <li>b. History of sculpture</li> <li>c. Materials used in sculpture</li> <li>d. Relief sculpture</li> <li>e. Freestanding sculpture</li> <li>f. Mosaics</li> <li>g. Weaving</li> <li>h. Pottery and ceramics</li> <li>i. Papier Mache</li> <li>j. Applique</li> <li>k. Tie-Dye</li> <li>l. Batik</li> <li>m. Printmaking</li> <li>n. Beadwork</li> </ul>		<p><b>Practical application of techniques taught</b></p> <p><b>Produce work of creative expressions</b></p> <p><b>Quizzes. Presentations and tests</b></p> <p><b>Continuous assessment portfolio</b></p> <p><b>Conduct a critical analysis of the work of others</b></p>



## Grade 8

Time	Objectives	Topic	Curriculum Link	Assessment
6 weeks	<ul style="list-style-type: none"> <li>Recognize and use space and textures to produce a composition;</li> <li>Understand spatial relationships between a variety of objects</li> <li>Explore and create observation drawings</li> <li>Use the scientific method, germination or metamorphosis for observing.</li> <li>Reproduce realistic forms and shapes from observation</li> <li>Record the human figure from direct observation</li> <li>Use tone to create depth and form</li> <li>Produce pictorial compos</li> </ul>	<p><b>Observational Study</b> Studies of natural and man-made forms and the human form using</p> <ol style="list-style-type: none"> <li>Drawing techniques</li> <li>Lines</li> <li>Shape</li> <li>Form</li> <li>Tone</li> <li>Colour</li> <li>Proportion</li> <li>Perspective</li> </ol> <p><b>Still Life:</b></p> <ol style="list-style-type: none"> <li>Drawing with the basic shapes;</li> <li>Composition</li> <li>Overlapping</li> <li>Perspective</li> <li>Value/tone</li> <li>Natural forms (fruits and vegetables )</li> <li>Man-made forms</li> </ol> <p><b>Figure Drawing:</b></p> <ol style="list-style-type: none"> <li>Human proportion;</li> <li>Drawing the figure using the geometric forms;</li> <li>Detailed work of body parts;</li> </ol>	NOT AVAILABLE	<p>Practical application of techniques taught</p> <p>Produce work of creative expressions</p> <p>Quizzes. Presentations and tests</p> <p>Continuous assessment portfolio</p>
4 weeks	<ul style="list-style-type: none"> <li>Recognize and apply balance and proportion</li> <li>Define perspective</li> <li>Explain one-point as well as aerial perspective</li> </ul>	<p><b>Interpretative Study</b></p> <ol style="list-style-type: none"> <li>Pictorial Composition</li> <li>Space and Distance</li> <li>Perspective (one-point)</li> <li>Value</li> </ol>		<p>Practical application of techniques taught</p> <p>Produce work of creative expressions</p>

	<ul style="list-style-type: none"> <li>• Draw and paint simple pictures showing background, middle ground, foreground.</li> <li>• Draw cubes, buildings using a one-point perspective</li> <li>• Use their imagination to create new ideas from experiences</li> <li>• Paint a picture from a theme</li> </ul>	<ul style="list-style-type: none"> <li>e. Colour</li> <li>f. Texture</li> <li>g. The golden ratio in art</li> </ul> <p><b>Seascape in Watercolours:</b></p> <ul style="list-style-type: none"> <li>h. Perspective; Aerial and linear;</li> </ul> <p>Paint a simple seascape using at least 4 different watercolour techniques;</p>		<p><b>Quizzes. Presentations and tests</b></p> <p><b>Continuous assessment portfolio</b></p>
5 weeks	<ul style="list-style-type: none"> <li>• Understand drawing from observation is observing something then recording what is seen</li> <li>• Recognize and use space and textures to produce a composition;</li> <li>• Understand spatial relationships between a variety of objects</li> <li>• Explore and create observation drawings</li> <li>• Use the scientific method, germination or metamorphosis for observing.</li> <li>• Reproduce realistic forms and shapes from observation</li> <li>• Paint from observation</li> <li>• Record the human figure from direct observation</li> </ul>	<p><b>Observational Study</b></p> <p><b>The Human Form</b></p> <ul style="list-style-type: none"> <li>a. General proportions of the human figure</li> <li>b. Drawing the figure using geometric forms;</li> <li>c. Detailed work of parts of the figure.</li> <li>d. Portraiture</li> </ul>		<p><b>Practical application of techniques taught</b></p> <p><b>Produce work of creative expressions</b></p> <p><b>Quizzes. Presentations and tests</b></p> <p><b>Continuous assessment portfolio</b></p>
4 weeks	<ul style="list-style-type: none"> <li>• Develop an understanding of the history of art and artists</li> <li>• Develop an appreciation for visual arts and become critically aware of works of art</li> </ul>	<p><b>Art Appreciation</b></p> <ul style="list-style-type: none"> <li>a. The life and work of local and international artists</li> <li>b. Analyze and critique art from local and international artists</li> <li>c. Reproduce famous works of art.</li> <li>d. Prehistoric Art</li> </ul>		<p><b>Quizzes. Presentations and tests</b></p> <p><b>Produce work of creative expressions</b></p>

	<ul style="list-style-type: none"> <li>• Develop research skills</li> <li>• Develop critical thinking skills</li> <li>• Compare and contrast styles, materials, and techniques</li> <li>• Produce a piece of artwork based on the style of local or international artists</li> <li>• Develop a comprehension of art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>e. Egyptian Art</li> <li>f. Renaissance Art</li> <li>g. Impressionism/Post Impressionism</li> <li>h. Modern Art</li> <li>i. Research and presentations</li> </ul>		Conduct a critical analysis of the work of others
2 weeks	<ul style="list-style-type: none"> <li>• Develop the ability to use a variety of textural effects in drawing</li> <li>• Explore different media to create texture</li> <li>• Express ideas and feelings using a variety of textures</li> </ul>	<b>Texture:</b> Drawing textures		Practical application of techniques taught
4 weeks	<ul style="list-style-type: none"> <li>• Discuss symbols as a means of communication and how they started</li> <li>• Explore and experiment with typography</li> <li>• Identify careers related to graphic design</li> <li>• Experiment with designing posters, covers, logos, fabric, packaging and product labels.</li> </ul>	<b>Graphic Design</b> <ul style="list-style-type: none"> <li>a. Block lettering</li> <li>b. Pattern making</li> <li>c. Poster design</li> <li>d. Printmaking</li> <li>e. Studies of well-known symbols, emblems and logos</li> <li>f. logos/emblems designed for business firms</li> </ul>		Practical application of techniques taught  Produce work of creative expressions  Quizzes. Presentations and tests  Continuous assessment portfolio
6 weeks	<ul style="list-style-type: none"> <li>• Define free-standing and relief sculpture</li> <li>• Identify relief and freestanding sculpture around them.</li> <li>• Discuss relief and freestanding sculptures in art culture</li> </ul>	<b>Sculpture and 2D Crafts</b> <ul style="list-style-type: none"> <li>a. Definition of Sculpture</li> <li>b. History of sculpture</li> <li>c. Materials used in sculpture</li> <li>d. Relief sculpture</li> <li>e. Freestanding sculpture</li> </ul>		Practical application of techniques taught  Produce work of creative expressions

	<ul style="list-style-type: none"> <li>• Use natural and man-made materials to produce a two or three-dimensional art piece;</li> <li>• Develop a creative textile item</li> <li>• Demonstrate good listening skills by following instructions to produce work</li> <li>• Develop a comprehension of art vocabulary</li> <li>• Create a freestanding or relief sculpture</li> <li>• Define Applique and stitchery</li> <li>• Identify traditional and modern examples of applique</li> <li>• Create works of applique as wall decorations</li> <li>• Define weaving warps, wefts, loom</li> <li>• Explore types of weaving</li> <li>• Create works of weaving</li> <li>• Define mosaics</li> <li>• Explore how to make mosaics</li> <li>• Identify the traditional form of mosaics</li> <li>• Create a mosaic on a board</li> <li>• Define pottery and ceramics</li> <li>• Explain the history of pottery</li> <li>• Identify traditional and modern pottery</li> <li>• Research local sources of clay</li> <li>• Identify traditional tools for pottery making</li> <li>• Explain what a glaze is</li> </ul>	<ul style="list-style-type: none"> <li>f. Mosaics</li> <li>g. Weaving</li> <li>h. Pottery and ceramics</li> <li>i. Papier Mache</li> <li>j. Applique</li> <li>k. Tie-Dye</li> <li>l. Batik</li> <li>m. Printmaking</li> <li>n. Beadwork</li> </ul>		<p><b>Quizzes. Presentations and tests</b></p> <p><b>Continuous assessment portfolio</b></p> <p><b>Conduct a critical analysis of the work of others</b></p>
--	---	--	--	--

	<ul style="list-style-type: none"><li>• Differentiate between raw ware, bisque ware and gloss ware</li><li>• Explore the properties of clay</li><li>• Identify types of clay</li><li>• Prepare clay</li><li>• Experiment with pottery making techniques</li><li>• Experiment with pottery firing</li></ul>			
--	--	--	--	--

## Grade 9 – Coursework

Time	Objectives	Topic	Curriculum Link	Assessment
	<ul style="list-style-type: none"> <li>• Review all techniques/strategies/information related to the creation of the BJC Coursework</li> <li>• Make investigative analytical studies of objects and figures</li> <li>• Study anatomy</li> <li>• Develop techniques and practice skills in drawing and shading</li> <li>• Record observations of man-made and natural forms;</li> <li>• Observe and represent man-made and natural objects</li> <li>• Create a final piece to satisfy BJC coursework requirements</li> </ul>	<p><b>Paper 1- Drawing &amp; Painting from Observation</b></p> <ol style="list-style-type: none"> <li>a. Make investigative and analytical studies of objects and figures;</li> <li>b. Explore different media using a variety of techniques;</li> <li>c. Detailed studies of individual objects and figures;</li> <li>d. Record observations of man-made and natural forms;</li> <li>e. Use tone/colour/texture/ to illustrate form, depth and surface quality;</li> <li>f. Create balanced compositions</li> <li>g. Present work neatly and clearly;</li> <li>h. Make a preparatory sheet;</li> <li>i. Accurately portray a live model or still- life (Finished Piece);</li> </ol>	NOT AVAILABLE	<p><b>Visual Presentations</b></p> <p><b>Portfolios</b></p> <p><b>Preparatory Studies</b></p> <p><b>National assessment</b></p>
	<ul style="list-style-type: none"> <li>• Practice skills and techniques in painting</li> <li>• Explore colour</li> <li>• Express what is observed, remembered or imagined;</li> </ul>	<p><b>Paper 2 – Interpretative studies:</b></p> <ol style="list-style-type: none"> <li>a. Express what is observed, remembered or imagined;</li> <li>b. Explore a range of techniques to create balanced compositions;</li> <li>c. Use size, shape, diminishing scale and proportion in composition;</li> <li>d. Portray line, form, shape and volume;</li> <li>e. Use tone, value and texture;</li> <li>f. Make a preparatory sheet;</li> <li>g. Present a finished piece;</li> </ol>		<p><b>Visual Presentations</b></p> <p><b>Portfolios</b></p> <p><b>Preparatory Studies</b></p> <p><b>National assessment</b></p>
	<ul style="list-style-type: none"> <li>• Produce a sheet of preparatory studies</li> <li>• Create a solution from a design brief</li> </ul>	<p><b>Paper 3 – Graphic Design:</b></p> <ol style="list-style-type: none"> <li>a. Create a working solution from a design brief;</li> <li>b. Use motif and pattern in design;</li> <li>c. Skilful use of a variety of lettering styles;</li> </ol>		<p><b>Visual Presentations</b></p> <p><b>Portfolios</b></p>

	<ul style="list-style-type: none"> <li>• <b>Create a final piece to satisfy BJC coursework requirements</b></li> </ul>	<ul style="list-style-type: none"> <li>d. Use a layout to create clear balanced work;</li> <li>e. Critical use of tone/colour/colour schemes;</li> <li>f. Use of geometric tools;</li> <li>g. Work clean and clear;</li> <li>h. Explore media</li> <li>i. Make a preparatory sheet;</li> <li>j. Present a finished piece;</li> </ul>		<p><b>Preparatory Studies</b></p> <p><b>National assessment</b></p>
	<ul style="list-style-type: none"> <li>• <b>Prepare a supporting worksheet of step by step instructions</b></li> <li>• <b>Produce a functional/decorative sculpture or 2-D craft</b></li> </ul>	<p><b>Paper 4 – Creative Craft</b></p> <ul style="list-style-type: none"> <li>a. Produce a functional/decorative item (s);</li> <li>b. Collect materials to be used;</li> <li>c. Demonstrate the principles of design;</li> <li>d. Show knowledge and understanding of the skill, materials and techniques;</li> <li>e. Compose forms and shapes with skill and accuracy;</li> <li>f. Show control in their use of colour;</li> </ul>		<p><b>Visual Presentations</b></p> <p><b>Portfolios</b></p> <p><b>Preparatory Studies</b></p> <p><b>National assessment</b></p>

## Grade 10

Time	Objectives	Topic	Curriculum Link	Assessment
5 weeks	<ul style="list-style-type: none"> <li>• Understand the historical development of drawing</li> <li>• Discuss the use of a variety of tools and materials used in drawing</li> <li>• Understand that drawing from observation is looking carefully and recording what is seen</li> <li>• Draw from observation utilizing quick sketching, studies of simple forms, detailed studies of parts of objects,</li> <li>• Produce realistic shapes and forms from observation</li> <li>• Apply elements principles and concepts to their still life</li> <li>• Practice a variety of media</li> <li>• Paint a still life</li> </ul>	<b>Observational Study</b> <i>Studies of natural and man-made forms and the human form using</i> <ol style="list-style-type: none"> <li>a. Drawing techniques</li> <li>b. Value/tone</li> <li>c. Colour</li> <li>d. Proportion</li> <li>e. Balance</li> <li>f. Perspective</li> <li>g. Overlapping</li> <li>h. Natural forms</li> <li>i. Man-made forms</li> </ol>	NOT AVAILABLE	Practical application of techniques taught  Produce work of creative expressions  Quizzes. Presentations and tests  Continuous assessment portfolio
5 weeks	<ul style="list-style-type: none"> <li>• Develop the ability to draw from memory through long periods of observation and in-depth study</li> <li>• Develop visual memory to retain what they see</li> </ul>	<b>Drawing from Memory</b> <ol style="list-style-type: none"> <li>a. Draw from memory through an in-depth observational study of objects, the human form, landscapes, and seascapes.</li> </ol>		Practical application of techniques taught  Produce work of creative expressions
4weeks	<ul style="list-style-type: none"> <li>• Communicate a memory through expressive drawing</li> </ul>	<b>Interpretative Study</b> <ol style="list-style-type: none"> <li>a. Pictorial Composition</li> <li>b. Space and Distance</li> <li>c. One and two-point perspective</li> </ol>		Practical application of techniques taught



	<ul style="list-style-type: none"> <li>• Demonstrate visual expressions through the use of photography and computer-generated images</li> <li>• Utilize drawing and painting media and techniques by producing related compositions</li> <li>• Produce pictorial compositions on a given topic such as life below water, my secret hiding place, evolution</li> <li>• Identify and discuss examples of artwork in abstract, realistic and non-objective forms</li> <li>• Produce abstract, semi-abstract compositions</li> </ul>	<ul style="list-style-type: none"> <li>d. Value</li> <li>e. Colour</li> <li>f. Texture</li> <li>g. The golden ratio in art</li> <li>h. Scale Work</li> <li>i. Development of individual style</li> </ul> <p><b>Landscapes &amp; Seascape in Watercolours:</b></p> <ul style="list-style-type: none"> <li>j. Simple compositions with emphasis on application of medium;</li> <li>k. Understanding the elements and principles of design;</li> <li>l. Perspective; Aerial and linear; Paint a landscape/ seascape using at least 4 different watercolour techniques;</li> </ul>		<p><b>Produce work of creative expressions</b></p> <p><b>Quizzes. Presentations and tests</b></p> <p><b>Continuous assessment portfolio</b></p>
5 weeks	<ul style="list-style-type: none"> <li>• Study the human anatomy</li> <li>• Demonstrate proficiency in applying techniques, elements and principles in the production of figure drawing from live models</li> <li>• Study facial proportions and facial features</li> <li>• Draw full-size portraits from live models</li> </ul>	<p><b>Observational Study</b></p> <p><b>The Human Form</b></p> <ul style="list-style-type: none"> <li>a. General proportions of the human figure</li> <li>b. Drawing the figure using geometric forms;</li> <li>c. Detailed work of parts of the figure;</li> <li>d. Gesture drawing</li> <li>e. Drawing from live models</li> <li>f. Figures in action</li> <li>g. Portrait drawing</li> </ul>		<p><b>Practical application of techniques taught</b></p> <p><b>Produce work of creative expressions</b></p> <p><b>Quizzes. Presentations and tests</b></p> <p><b>Continuous assessment portfolio</b></p>
4 weeks	<ul style="list-style-type: none"> <li>• Develop an understanding of the history of art and artists</li> <li>• Develop an appreciation for visual arts and become critically aware of works of art</li> <li>• Develop research skills</li> <li>• Develop critical thinking skills</li> <li>• Compare and contrast styles, materials, and techniques</li> </ul>	<p><b>Art Appreciation</b></p> <ul style="list-style-type: none"> <li>a. The life and work of local and international artists</li> <li>b. Analyze and critique art from local and international artists</li> <li>c. Reproduce famous works of art.</li> <li>d. Prehistoric Art</li> <li>e. Egyptian Art</li> <li>f. Greek &amp; Roman Art</li> <li>g. Renaissance Art</li> <li>h. Baroque</li> </ul>		<p><b>Quizzes. Presentations and tests</b></p> <p><b>Produce work of creative expressions</b></p> <p><b>Conduct a critical analysis of the work of others</b></p>

	<ul style="list-style-type: none"> <li>• Produce a piece of artwork based on the style of local or international artists</li> <li>• Develop a comprehension of art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>i. Mannerism</li> <li>j. Impressionism/Post Impressionism</li> <li>k. Modern Art</li> <li>l. Research and presentations</li> </ul>		
5 weeks	<ul style="list-style-type: none"> <li>• Define lettering and related terms: upper case, lower case, characters, calligraphy</li> <li>• Identify careers related to typography</li> <li>• Understand and appreciate the language of art relating to lettering</li> <li>• Understand the historical development of lettering</li> <li>• Explore and Experiment with Typography</li> <li>• Identify different kinds of lettering in the surrounding and their effectiveness</li> <li>• Identify and discuss the design work of posters</li> <li>• Use a computer to investigate and record data, produce design layouts and illustrative works</li> <li>• Identify and describe the functions of cover designs</li> <li>• Experiment with designing book covers, CD covers</li> <li>• Define logo, emblem, symbol, letterhead</li> <li>• Explore and experiment with logo design</li> </ul>	<b>Graphic Design</b> <ul style="list-style-type: none"> <li>a. Studies of well-known symbols, emblems and logos designed for business firms ;</li> <li>b. Typography</li> <li>c. Posters</li> <li>d. Cover designs</li> <li>e. Logo designs</li> <li>f. Fabric designs</li> <li>g. Computer design</li> <li>h. Package design</li> <li>i. Fashion design</li> <li>j. Illustration</li> <li>k. Calligraphy</li> <li>l. Printmaking</li> </ul>		<b>Practical application of techniques taught</b>  <b>Produce work of creative expressions</b>  <b>Quizzes. Presentations and tests</b>  <b>Continuous assessment portfolio</b>  <b>Visual Presentations</b>

	<ul style="list-style-type: none"> <li>• Explore and experiment with fabric designing and rendering</li> <li>• Define illustration, cartoon, anatomical illustration, botanical illustration, storytelling illustration, comic strip illustration</li> <li>• Experiment with different forms of illustration</li> <li>• Design posters and other graphics or images using the computer</li> <li>• Use a design brief to develop a marketable product</li> </ul>			
8 weeks	<ul style="list-style-type: none"> <li>• Define free-standing and relief sculpture</li> <li>• Identify relief and freestanding sculpture around them.</li> <li>• Discuss relief and freestanding sculptures in art culture</li> <li>• Create a freestanding piece</li> <li>• Use natural and man-made materials to produce a two or three-dimensional art piece;</li> <li>• Define print and printmaking</li> <li>• Experiment with different printmaking techniques: relief, intaglio, lithography, serigraphy Develop a creative textile item</li> <li>• Demonstrate good listening skills by following instructions to produce work</li> <li>• Develop a comprehension of art vocabulary</li> </ul>	<b>Sculpture and 2D Crafts</b> <ol style="list-style-type: none"> <li>a. Definition of Sculpture</li> <li>b. History of sculpture</li> <li>c. Materials used in sculpture</li> <li>d. Relief sculpture</li> <li>e. Freestanding sculpture</li> <li>f. Printmaking</li> <li>g. Mosaics</li> <li>h. Weaving</li> <li>i. Pottery and ceramics</li> <li>j. Papier Mache</li> <li>k. Applique</li> <li>l. Tie-Dye</li> <li>m. Batik</li> <li>n. Beadwork</li> <li>o. Photography</li> <li>p. Leatherwork</li> </ol>		<p><b>Practical application of techniques taught</b></p> <p><b>Produce work of creative expressions</b></p> <p><b>Quizzes. Presentations and tests</b></p> <p><b>Continuous assessment portfolio</b></p> <p><b>Conduct a critical analysis of the work of others</b></p> <p><b>Visual Presentations</b></p>

	<ul style="list-style-type: none"><li>• Create a freestanding or relief sculpture</li><li>• Define Applique and stitchery</li><li>• Identify traditional and modern examples of applique</li><li>• Create works of applique as wall decorations</li><li>• Define weaving warps, wefts, loom</li><li>• Explore types of weaving</li><li>• Create works of weaving</li><li>• Define mosaics</li><li>• Explore how to make mosaics</li><li>• Identify the traditional form of mosaics</li><li>• Create a mosaic on a board</li><li>• Create tie-dye work for a dress, curtains, shirt, bag</li><li>• Define batik</li><li>• Explore batik making</li><li>• Create a batik as a wall hanging</li><li>• Identify and experiment with the different types of beadwork: Strung, strung and knotted, stop stitched, netted</li><li>• Define pottery and ceramics</li><li>• Explain the history of pottery</li><li>• Identify traditional and modern pottery</li><li>• Research local sources of clay</li><li>• Identify traditional tools for pottery making</li><li>• Explain what a glaze is</li></ul>			
--	--	--	--	--

	<ul style="list-style-type: none"><li>• Differentiate between raw ware, bisque ware and gloss ware</li><li>• Explore the properties of clay</li><li>• Identify types of clay</li><li>• Prepare clay</li><li>• Experiment with pottery making techniques</li><li>• Experiment with pottery firing</li><li>• Explore the historical background of photography</li><li>• Explore picture registration and pinhole cameras</li><li>• Discuss the development of motion pictures</li><li>• Discuss kinds of photography</li><li>• Identify themes in photography</li><li>• Identify tools and materials used in leatherwork</li><li>• Compare modern and traditional leatherwork</li><li>• Make handbags, purses, belts, hats from leather</li></ul>			
--	---	--	--	--

## Grade 11

Time	Objectives	Topic	Curriculum Link	Assessment
5 weeks	<ul style="list-style-type: none"> <li>• Understand that drawing from observation is looking carefully and recording what is seen</li> <li>• Draw from observation utilizing quick sketching, studies of simple forms, detailed studies of parts of objects,</li> <li>• Produce realistic shapes and forms from observation</li> <li>• Apply elements principles and concepts to their still life</li> <li>• Practice a variety of media</li> <li>• Paint a still life</li> </ul>	<b>Observational Study</b> <i>Studies of natural and man-made forms using</i> <ol style="list-style-type: none"> <li>a. Drawing techniques</li> <li>b. Value/tone</li> <li>c. Colour</li> <li>d. Proportion</li> <li>e. Balance</li> <li>f. Perspective</li> <li>g. Overlapping</li> <li>h. Natural forms</li> <li>i. Man-made forms</li> </ol>	NOT AVAILABLE	Practical application of techniques taught  Produce work of creative expressions  Quizzes. Presentations and tests  Continuous assessment portfolio  Visual Presentations
5 weeks	<ul style="list-style-type: none"> <li>• Produce pieces of artwork from memory</li> <li>• Develop their style of art</li> </ul>	<b>Drawing from Memory</b> <ol style="list-style-type: none"> <li>a. Draw from memory through an in-depth observational study of objects, landscapes, seascapes and the human form.</li> </ol>		Practical application of techniques taught  Produce work of creative expressions
6 weeks	<ul style="list-style-type: none"> <li>• Communicate a memory through expressive drawing</li> <li>• Demonstrate visual expressions through the use of photography and computer-generated images</li> <li>• Utilize drawing and painting media and techniques by producing related compositions</li> </ul>	<b>Interpretative Study</b> <ol style="list-style-type: none"> <li>a. Pictorial Composition</li> <li>b. Space and Distance</li> <li>c. One and two-point perspective</li> <li>d. Value</li> <li>e. Colour</li> <li>f. Texture</li> <li>g. The golden ratio in art</li> <li>h. Scale Work</li> <li>i. Development of individual style</li> </ol>		Practical application of techniques taught  Produce work of creative expressions  Quizzes. Presentations and tests

	<ul style="list-style-type: none"> <li>• Produce pictorial compositions on a given topic such as life below water, my secret hiding place, evolution</li> <li>• Identify and discuss examples of artwork in abstract, realistic and non-objective forms</li> <li>• Produce abstract, semi-abstract compositions</li> <li>• Define linear and aerial perspective</li> <li>• Draw famous buildings/churches in the community</li> <li>• Paint landscapes and seascapes</li> </ul>	<p><b>Drawing Buildings in Perspective:</b></p> <ol style="list-style-type: none"> <li>Explain perspective and the techniques artists use to show perspective in their artwork;</li> <li>Linear –One point perspective;</li> <li>Linear- Two-point perspective;</li> <li>Aerial /Atmospheric perspective;</li> <li>View Points;</li> </ol> <p><b>Landscapes &amp; Seascape in Watercolours:</b></p> <ol style="list-style-type: none"> <li>Paint a landscape/ seascape using at least 4 different watercolour techniques;</li> </ol>		<p><b>Continuous assessment portfolio</b></p> <p><b>Visual Presentations</b></p>
6 Weeks	<ul style="list-style-type: none"> <li>• Study the human anatomy</li> <li>• Demonstrate proficiency in applying techniques, elements and principles in the production of figure drawing from live models</li> <li>• Study facial proportions and facial features</li> <li>• Draw full-size portraits from live models</li> </ul>	<p><b>Observational Study</b></p> <p><b><i>The Human Form</i></b></p> <ol style="list-style-type: none"> <li>General proportions of the human figure</li> <li>Drawing the figure using geometric forms;</li> <li>Build the human figure from the inside out using lines and basic shapes;</li> <li>Detailed work of parts of the figure;</li> <li>Gesture drawing</li> <li>Drawing from live models</li> <li>Figures in action</li> <li>Look at Leonardo da Vinci and or Michelangelo’s figures;</li> </ol> <p><b><i>Portraiture</i></b>- drawing from live models</p> <ol style="list-style-type: none"> <li>Facial Features;</li> <li>Facial Proportions;</li> <li>Front view, Side View, ¾ View;</li> <li>Self-portraits by looking in a mirror</li> <li>Work from live models</li> </ol>		<p><b>Practical application of techniques taught</b></p> <p><b>Produce work of creative expressions</b></p> <p><b>Quizzes. Presentations and tests</b></p> <p><b>Continuous assessment portfolio</b></p> <p><b>Visual Presentations</b></p> <p><b>Conduct a critical analysis of the work of others</b></p>
5 weeks	<ul style="list-style-type: none"> <li>• Develop an understanding of the history of art and artists</li> </ul>	<p><b>Art Appreciation</b></p> <ol style="list-style-type: none"> <li>The life and work of local and international artists</li> <li>Analyze and critique art from local and international artists</li> <li>Reproduce famous works of art.</li> </ol>		<p><b>Conduct a critical analysis of the work of others</b></p> <p><b>Presentations</b></p>

	<ul style="list-style-type: none"> <li>• <b>Develop an appreciation for visual arts and become critically aware of works of art</b></li> <li>• <b>Develop research skills</b></li> <li>• <b>Develop critical thinking skills</b></li> <li>• <b>Compare and contrast styles, materials, and techniques</b></li> <li>• <b>Identify and research the professional practice of local artists.</b></li> <li>• <b>Demonstrate basic writing and research skills in the study of art within historical and cultural contexts.</b></li> <li>• <b>Produce a piece of artwork based on the style of local or international artists</b></li> <li>• <b>Develop a comprehension of art vocabulary</b></li> <li>• <b>Evaluate their work and that of others, as well as demonstrate an understanding of the process of critical analysis and provide reasons for their aesthetic judgements.</b></li> </ul>	<ul style="list-style-type: none"> <li>d. Prehistoric Art</li> <li>e. Egyptian Art</li> <li>f. Greek &amp; Roman Art</li> <li>g. Renaissance Art</li> <li>h. Baroque</li> <li>i. Mannerism</li> <li>j. Impressionism/Post Impressionism</li> <li>k. Modern Art</li> <li>l. Research and presentations</li> </ul>		<p><b>Quizzes/Tests</b></p> <p><b>Produce work of creative expressions</b></p>
5 weeks	<ul style="list-style-type: none"> <li>• <b>Use a computer to investigate and record data, produce design layouts and illustrative works</b></li> <li>• <b>Identify and describe the functions of cover designs</b></li> <li>• <b>Experiment with designing book covers, CD covers</b></li> <li>• <b>Explore and experiment with logo design</b></li> </ul>	<p><b>Graphic Design</b></p> <ul style="list-style-type: none"> <li>a. Studies of well-known symbols, emblems and logos designed for business firms ;</li> <li>b. Lettering</li> <li>c. Posters</li> <li>d. Cover designs</li> <li>e. Logo designs</li> <li>f. Fabric designs</li> <li>g. Computer design</li> <li>h. Package design</li> </ul>		<p><b>Practical application of techniques taught</b></p> <p><b>Produce work of creative expressions</b></p> <p><b>Quizzes. Presentations and tests</b></p>



	<ul style="list-style-type: none"> <li>• Explore and experiment with fabric designing and rendering</li> <li>• Experiment with different forms of illustration</li> <li>• Design posters and other graphics or images using the computer</li> <li>• Use a design brief to develop a marketable product</li> </ul>	<ul style="list-style-type: none"> <li>i. Fashion design</li> <li>j. Illustration</li> <li>k. Calligraphy</li> </ul>		<p><b>Continuous assessment portfolio</b></p> <p><b>Visual Presentations</b></p>
8 weeks	<ul style="list-style-type: none"> <li>• Create a freestanding piece</li> <li>• Use natural and man-made materials to produce a two or three-dimensional art piece;</li> <li>• Experiment with different printmaking techniques: relief, intaglio, lithography, serigraphy Develop a creative textile item</li> <li>• Create a freestanding or relief sculpture</li> <li>• Identify traditional and modern examples of applique</li> <li>• Create works of applique as wall decorations</li> <li>• Explore types of weaving</li> <li>• Create works of weaving</li> <li>• Explore how to make mosaics</li> <li>• Identify the traditional form of mosaics</li> <li>• Create a mosaic</li> <li>• Create tie-dye work for a dress, curtains, shirt, bag</li> <li>• Explore batik making</li> <li>• Create a batik as a wall hanging</li> </ul>	<p><b>Sculpture and 2D Crafts</b></p> <ul style="list-style-type: none"> <li>a. Definition of Sculpture</li> <li>b. History of sculpture</li> <li>c. Materials used in sculpture</li> <li>d. Relief sculpture</li> <li>e. Freestanding sculpture</li> <li>f. Printmaking</li> <li>g. Mosaics</li> <li>h. Weaving</li> <li>i. Pottery and ceramics</li> <li>j. Papier Mache</li> <li>k. Applique</li> <li>l. Tie-Dye</li> <li>m. Batik</li> <li>n. Beadwork</li> <li>o. Photography</li> <li>p. Leatherwork</li> </ul>		<p><b>Practical application of techniques taught</b></p> <p><b>Produce work of creative expressions</b></p> <p><b>Quizzes. Presentations and tests</b></p> <p><b>Continuous assessment portfolio</b></p> <p><b>Visual Presentations</b></p> <p><b>Conduct a critical analysis of the work of others</b></p>

	<ul style="list-style-type: none"><li>• Experiment with the different types of beadwork: Strung, strung and knotted, stop stitched, netted</li><li>• Define pottery and ceramics</li><li>• Explain the history of pottery</li><li>• Identify traditional and modern pottery</li><li>• Research local sources of clay</li><li>• Identify traditional tools for pottery making</li><li>• Explain what a glaze is</li><li>• Differentiate between raw ware, bisque ware and gloss ware</li><li>• Explore the properties of clay</li><li>• Identify types of clay</li><li>• Prepare clay</li><li>• Experiment with pottery making techniques</li><li>• Experiment with pottery firing</li><li>• Explore the historical background of photography</li><li>• Explore picture registration and pinhole cameras</li><li>• Discuss the development of motion pictures</li><li>• Discuss kinds of photography</li><li>• Identify themes in photography</li><li>• Identify tools and materials used in leatherwork</li><li>• Compare modern and traditional leatherwork</li><li>• Make handbags, purses, belts, hats from leather</li></ul>			
--	--	--	--	--

## Grade 12 – Coursework

Time	Objectives	Topic	Curriculum Link	Assessment
	<ul style="list-style-type: none"> <li>• <b>Make investigative analytical studies of objects and figures</b></li> <li>• <b>Record observations of man-made and natural forms;</b></li> <li>• <b>Produce a preparatory sheet and a final piece</b></li> </ul>	<b>Drawing &amp; Painting From Observation – Paper 1:</b> <ol style="list-style-type: none"> <li>a. Understand &amp; be able to render the form of an object;</li> <li>b. Portray its shape convincingly and relate it to other objects in space;</li> <li>c. Explore and have the ability to express surface qualities;</li> <li>d. Control and use colour and/or tone in an appropriate manner;</li> <li>e. Respond in an appropriate and personal way;</li> </ol>	<b>NOT AVAILABLE</b>	<b>Continuous assessment portfolio</b>  <b>Visual Presentations</b>  <b>Preparatory Studies</b>  <b>National assessment</b>
	<ul style="list-style-type: none"> <li>• <b>Express what is observed, remembered or imagined;</b></li> <li>• <b>Produce a preparatory sheet and a final piece</b></li> </ul>	<b>Interpretative Study – Paper 2:</b> <ol style="list-style-type: none"> <li>a. Express ideas in pictorial composition on an interpretation of a given theme;</li> <li>b. Design and compose shapes and forms and establish their relationship in space;</li> <li>c. Handle chosen medium or media competently;</li> <li>d. Use tone and/or colour successfully;</li> <li>e. Respond with personal qualities, showing the depth of study and aesthetic judgement;</li> </ol>		<b>Continuous assessment portfolio</b>  <b>Visual Presentations</b>  <b>Preparatory Studies</b>  <b>National assessment</b>
	<ul style="list-style-type: none"> <li>• <b>Create a solution from a design brief</b></li> <li>• <b>Produce a preparatory sheet and a final piece</b></li> </ul>	<b>Graphic Design – Paper 3</b> <ol style="list-style-type: none"> <li>a. Produce a design on paper that shows an understanding of the design brief;</li> <li>b. Show research of appropriate material, the ability to evaluate and reach an appropriate solution;</li> <li>c. Where relevant, display appropriate lettering as an integral part of the design brief;</li> <li>d. Compose and balance shapes and patterns as needed;</li> <li>e. Use tone and/or colour and line with skill;</li> <li>f. Understand and use design techniques;</li> </ol>		<b>Continuous assessment portfolio</b>  <b>Visual Presentations</b>  <b>Preparatory Studies</b>  <b>National assessment</b>

		<p>g. Be inventive, confident, experimental and selective in judgement;  h. Use chose medium with confidence and sustain the idea;</p>		
	<ul style="list-style-type: none"> <li>Effectively express and communicate their work confidently using the art vocabulary;</li> <li>Show knowledge of artists and periods</li> <li>Be familiar with the terminology, projects and investigations</li> <li>Produce critical reports</li> </ul>	<p><b>Art Appreciation – Paper 4:</b></p> <p>a. Have a knowledge and understanding of the work and era of the artists, architects, sculptors and designers in Art history;</p> <p>b. Be conversant with the terms used in the description of the varied aspects of Art &amp; Design so that they can relate them to practical work and study;</p> <p>c. Express their knowledge, interest and appreciation in writing, by illustration where appropriate; using drawings, paintings, photography or any other form of visual – communication;</p> <p>d. Present a study with a relevant portfolio;</p> <p>e. Show aesthetic appreciation and present it appropriately;</p> <p>f. Show the ability to research, select, develop and record;</p> <p>g. Produce evidence of possible development in their chosen area of study;</p>		<p><b>Visual Presentations</b></p> <p><b>National assessment</b></p> <p><b>Critical Analysis</b></p>
	<ul style="list-style-type: none"> <li>Prepare supporting workbooks of step by step instructions Including introduction, history, illustrations and bibliography</li> <li>Show maturity in technical skills and craftsmanship</li> <li>Develop 2-D or 3-D Craft pieces</li> </ul>	<p><b>Design Study/Creative Craft – Paper 5:</b></p> <p>a. Show knowledge and understanding of the materials, techniques, and history relevant to the chosen craft/sculpture;</p> <p>b. Compose forms and shapes with skill and accuracy;</p> <p>c. Be able to show the relationship of form in a spatial context;</p> <p>d. Show competence in their use of materials, tools or processes;</p> <p>e. Show control in their use of colour and tones;</p> <p>f. Show that the finished product fulfils the original intention;</p> <p>g. Work with vitality, sensitivity, imagination and originality;</p> <p>h. Be able to research, select, experiment, develop and record in a workbook;</p>		<p><b>Continuous assessment portfolio</b></p> <p><b>Visual Presentations</b></p> <p><b>Preparatory Studies</b></p> <p><b>National assessment</b></p>

**E.O. Knowles (Actg)**