

**Ministry of Education**  
**Visual Arts**  
**Curriculum Guideline**  
**Grades 7-12**



**Department of Education**

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**Sub-goal:** To introduce, enhance and develop skills and awareness in all areas of art and design.

**Standard:** Students will be able to develop perception, creative expression, historical/cultural heritage, and critical evaluation of art. Organize thoughts, emotions and experiences into artistic expressions and forms of communication.

## Grade 7

**\*It is imperative that students are prepared in all lessons in the area of Art Appreciation and that Art History is enforced.**

Term One	Term Two	Term Three
<p><b>Introduction to Art</b></p> <ul 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> <li>d. The steps/stages of drawing.</li> </ul>	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>a. Where does colour come from</li> <li>b. Primary and Secondary Colors</li> <li>c. Colour Schemes</li> <li>d. Complementary,</li> <li>e. Tertiary,</li> <li>f. Warm and Cool Colors)</li> <li>g. Tints and Shades</li> <li>h. The Properties of colour Hue, Value, Intensity</li> <li>i. The Color Wheel Colour Mixing</li> </ul> <p><b>Watercolour Techniques:</b></p> <ul style="list-style-type: none"> <li>a. Flat wash</li> <li>b. Graded wash</li> <li>e. Stippling</li> <li>f. Wax Resist</li> <li>g. Salt technique</li> <li>h. Dry Brush</li> <li>i. Underpainting</li> <li>j. Water blooms</li> <li>k. layering</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><b>n.</b> Beadwork</li> </ul>
<p><b>Line</b></p> <ul style="list-style-type: none"> <li>a. The study of line (5 basic lines)</li> <li>b. Definition</li> <li>c. Line in nature</li> <li>d. Contour Drawing</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>Line continued</b></p> <ul style="list-style-type: none"> <li>e. Gesture Drawing</li> <li>f. Line &amp; Value</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>Shape &amp; Form</b></p> <ul 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> </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>Value</b></p> <ul 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> </ul>	<p><b>Interpretative Study</b></p> <ul style="list-style-type: none"> <li>a. One- point perspective</li> <li><b>b.</b> basic composition</li> </ul> <p><b>Seascape in Watercolours:</b></p> <ul style="list-style-type: none"> <li>c. Perspective; Aerial and linear;</li> <li>d. Paint a simple seascape using at least 4 different watercolour techniques;</li> </ul>	
<p><b>Balance and Proportion</b></p> <ul 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><b>f.</b> Exaggeration and distortion</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><b>c.</b> Designs for food labels, cleaning supplies, t-shirts, etc.</li> </ul>	
<p><b>Art Appreciation</b></p> <ul style="list-style-type: none"> <li>a. International artists</li> <li>b. Bahamian artists</li> <li>c. Analyzing and critiquing local and international art and artists</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> <li>d. Abstract</li> </ul>	

<p>d. Research and presentations e. Reproduce famous works of art. f. Prehistoric Art g. Egyptian Art h. Renaissance Art i. Impressionism/Post Impressionism j. Modern Art</p>	<p>e. Overlapping f. Create artwork using pattern <b>Printmaking</b> ▪ Vegetables ▪ Found objects ▪ Simple carving</p>	
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## Grade 7

Objectives	Activities
<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Develop an appreciation and become critically aware of works of art and artists;</li> <li>2. Develop a vocabulary for artistic expression;</li> </ol>	<ul style="list-style-type: none"> <li>• Research international and local artists ;</li> <li>• Compare and contrast styles, materials and techniques;</li> <li>• Produce a piece of artwork based on the style of a local or international artist;</li> <li>• Develop an interest and critical awareness of art;</li> <li>• Develop a comprehension of art vocabulary;</li> </ul>
<ol style="list-style-type: none"> <li>3. Recognize and use lines to produce artwork.</li> <li>4. Use lines to create contour drawings, gesture drawings and calligraphic drawing;</li> </ol>	<ul style="list-style-type: none"> <li>• Recognize and use a variety of lines;</li> <li>• Use lines to create movement;</li> <li>• Overlap lines to create spacial relationships;</li> </ul>
<ol style="list-style-type: none"> <li>5. Develop patterns using a variety of methods and techniques;</li> </ol>	<ul style="list-style-type: none"> <li>• Define pattern and its uses;</li> <li>• Use positive and negative space;</li> <li>• Use shapes to produce a pattern or taking a line for a walk;</li> </ul>
<ol style="list-style-type: none"> <li>6. Recognize and use space and textures to produce a composition;</li> </ol>	<ul style="list-style-type: none"> <li>• Draw pictures showing horizon, background, middle ground and foreground;</li> <li>• For a simple arrangement show different surface qualities;</li> <li>• Distinguish between various surface textures by touch and sight;</li> <li>• Develop a picture based on a theme or topic;</li> <li>• Use the human form in a composition;</li> </ul>
<ol style="list-style-type: none"> <li>7. Demonstrate an awareness of the effective use of colour;</li> </ol>	<ul style="list-style-type: none"> <li>• Discover colour combinations through colour mixing;</li> <li>• Recognize primary, secondary and complementary colours;</li> <li>• Relate colour to emotion;</li> <li>• Obtain a colour balance;</li> <li>• Produce and use a variety of tones;</li> </ul>

<b>8. Use natural and man-made materials to produce a two or three-dimensional art piece;</b>	<ul style="list-style-type: none"><li>• <b>Manipulate, assemble, and attach a variety of materials to create a two dimensional or three-dimensional art piece;</b></li><li>• <b>Use a theme to guide the collection of materials to produce a two dimensional or three-dimensional art piece;</b></li></ul>
<b>9. Produce a simple graphical design;</b>	<ul style="list-style-type: none"><li>• <b>Recognize and use basic lettering form and layout;</b></li><li>• <b>Use colour effectively;</b></li><li>• <b>Work to a design brief;</b></li></ul>



## GRADE 8

**\*It is imperative that students are prepared in all lessons in the area of Art Appreciation and that Art History is enforced.**

Term One	Term Two	Term Three
<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>a. Drawing techniques</li> <li>b. Lines</li> <li>c. Shape</li> <li>d. Form</li> <li>e. Tone</li> <li>f. Colour</li> <li>g. Proportion</li> <li>h. Perspective</li> </ol> <p><b>Still Life:</b></p> <ol style="list-style-type: none"> <li>i. Drawing with the basic shapes;</li> <li>j. Composition</li> <li>k. Overlapping</li> <li>l. Perspective</li> <li>m. Value/tone</li> <li>n. Natural forms (fruits and vegetables )</li> <li>o. Man-made forms</li> </ol>	<p><b>Observational Study</b> The human Form</p> <ol style="list-style-type: none"> <li>a. General proportions of the human figure</li> <li><b>b.</b> Drawing the figure using geometric forms;</li> <li>c. Detailed work of parts of the figure.</li> <li>d. Portraiture</li> </ol>	<p><b>Sculpture and 2D Crafts</b></p> <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. 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 Beadwork</li> </ol>
<p><b>Interpretative Study</b></p> <ol style="list-style-type: none"> <li>a. Pictorial Composition</li> <li>b. Space and Distance</li> <li>c. Perspective (one-point)</li> <li>d. Value</li> <li>e. Colour</li> <li>f. Texture</li> <li>g. The golden ratio in art</li> </ol>	<p><b>Art Appreciation</b></p> <ol 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> </ol>	

<p><b>Seascape in Watercolours:</b></p> <ul style="list-style-type: none"> <li>h. Perspective; Aerial and linear;</li> <li>i. Paint a simple seascape using at least 4 different watercolour techniques;</li> </ul>	<ul style="list-style-type: none"> <li>f. Renaissance Art</li> <li>g. Impressionism/Post Impressionism</li> <li>h. Modern Art</li> <li>i. Research and presentations</li> </ul>	
<p><b>Graphic Design</b></p> <ul style="list-style-type: none"> <li>a. Block Lettering</li> <li>b. Poster Design</li> <li>c. Pattern making</li> <li>d. Printmaking</li> </ul>	<p><b>Graphic Design</b></p> <ul style="list-style-type: none"> <li>a. Studies of well- known symbols, emblems and logos</li> <li>logos/emblems designed for business firms</li> </ul>	

## GRADE 8

Objectives	Activities
1. Develop an appreciation and become critically aware of works of art and artists international and local.	<ul style="list-style-type: none"> <li>• Research local and international artistic works</li> <li>• Compare and contrast styles, materials and techniques</li> <li>• Produce a piece of artwork based on the style of an international or local artist</li> <li>• Develop an interest and critical awareness of art</li> <li>• Develop a comprehension of art vocabulary</li> <li>• Reproduce realistic forms and shapes from observations</li> <li>• Determine size placement and proportion</li> <li>• Use tone to create depth and form</li> <li>• Explore different media to create texture and tone</li> <li>• Make preparatory studies, analytical studies and detailed drawings</li> <li>• Explore a variety of media, colour and texture</li> </ul>
2. Use the elements and principles of art to organize ideas from the environment and illustrate ideas from direct observation	
3. Record observation of natural, man-made and human forms	
4. Draw from observation by quick sketching - Gesture, studies of simple forms, detailed studies of complex forms, Composition: still life, landscape, human figure, portraits;	
5. Express what is observed, remembered or imagined.	<ul style="list-style-type: none"> <li>• Produce pictorial compositions on a given topic or theme</li> <li>• Use one-point perspective to create a composition</li> <li>• Make preparatory studies, analytical studies and detailed drawings.</li> <li>• Explore a variety of media, colour and texture</li> <li>• Develop creative lettering styles</li> <li>• Use lettering for communication(logos, posters, etc )</li> <li>• Develop a variety of patterns</li> <li>• Develop a creative textile item</li> <li>• Create an item functional or decorative using a variety of materials</li> <li>• Demonstrate colour mixing</li> </ul>
6. Create an original design working from a design brief	
7. Create a two dimensional or three-dimensional art piece using a variety of materials	
8. Explore Color	

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|  | <ul style="list-style-type: none"><li>• <b>Explore the use of tints and shades</b></li><li>• <b>Develop an appreciation for contrasting and harmonizing colours</b></li><li>• <b>Use colour to create texture and form</b></li></ul> |
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## GRADE 9

**\*It is imperative that students are prepared in all lessons in the area of Art Appreciation and that Art History is enforced.**

**\*Absolutely no rulers allowed for paper 1 and 2**

Term One	Term Two	Term Three
<p><b>B.J.C. Coursework</b>  <b>Review all techniques/strategies information related to the creation of coursework</b></p> <ol style="list-style-type: none"> <li>a. Practice skills and techniques in painting;</li> <li>b. Explore colour and painting/ media application/usage;</li> </ol>	<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 by creating an interpretative composition based on a theme and reflecting the use of the visual material collected;</li> </ol>	<p><b>Sculpture and 2D Crafts</b></p> <ol style="list-style-type: none"> <li>a. Relief sculpture</li> <li>b. Freestanding sculpture</li> <li>c. Mosaics</li> <li>d. Weaving</li> <li>e. Pottery and ceramics</li> <li>f. Papier Mache</li> <li>g. Applique</li> <li>h. Tie-Dye</li> <li>i. Batik</li> <li>j. Printmaking</li> <li>k. Beadwork</li> <li>l. Create a supporting worksheet of step by step instructions for sculpture and 2D crafts</li> </ol>
<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> </ol>	<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> <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> </ol>	

<ul style="list-style-type: none"><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. Observe then accurately portray a live model or still- life final piece to satisfy B.J.C. coursework requirements;</li></ul>	<ul style="list-style-type: none"><li>h. Explore media</li><li>i. Make a preparatory sheet; Present a finished piece;</li></ul>	
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## GRADE 9

Objectives	Activities
<p>1. Develop an appreciation and become critically aware of works of art and artists international and local.</p>	<ul style="list-style-type: none"> <li>• Research local and international artistic works</li> <li>• Compare and contrast styles, materials and techniques</li> <li>• Produce a piece of artwork based on the style of an international or local artist</li> <li>• Develop an interest and critical awareness of art</li> <li>• Develop a comprehension of art vocabulary</li> </ul>
<p>2. Make investigative analytical studies of objects and figures</p> <p>3. Record observations of man-made and natural forms;</p>	<ul style="list-style-type: none"> <li>• Reproduce realistic forms and shapes from observations</li> <li>• Determine size placement and proportion</li> <li>• Use tone to create depth and form</li> <li>• Explore different media to create texture and tone</li> <li>• Make preparatory studies, analytical studies and detailed drawings</li> <li>• Explore a variety of media, colour and texture</li> </ul>
<p>4. Express what is observed, remembered or imagined;</p>	<ul style="list-style-type: none"> <li>• Produce pictorial compositions on a given topic or theme</li> <li>• Use one-point perspective to create a composition</li> <li>• Make preparatory studies, analytical studies and detailed drawings.</li> <li>• Explore a variety of media, colour and texture</li> </ul>
<p>5. Create a solution from a design brief</p>	<ul style="list-style-type: none"> <li>• Develop creative lettering styles</li> <li>• Use lettering for communication(logos, posters, etc )</li> <li>• Develop a variety of patterns</li> </ul>
<p>6. Prepare a supporting worksheet of step by step instructions</p>	<ul style="list-style-type: none"> <li>• Compilation of worksheets</li> </ul>

**7. Produce a functional/decorative sculpture or 2-D craft**

- **Relief sculpture**
- **Freestanding sculpture**
- **Mosaics**
- **Weaving**
- **Pottery and ceramics**
- **Papier Mache**
- **Applique**
- **Tie-Dye**
- **Batik**
- **Printmaking**
- **Beadwork**
- **Create an item functional or decorative using a variety of materials**



## GRADE 10

**\*It is imperative that students are prepared in all lessons in the area of Art Appreciation and that Art History is enforced.**

Term One	Term Two	Term Three
<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>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>	<p><b>Observational Study</b> The human Form</p> <ol 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> </ol>	<p><b>Sculpture and 2D Crafts</b></p> <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>Drawing from Memory</b></p> <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>	<p><b>Art Appreciation</b></p> <ol 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> </ol>	

	<ul style="list-style-type: none"> <li>h. Mannerism</li> <li>i. Impressionism/Post Impressionism</li> <li>j. Modern Art</li> <li>k. Research and presentations</li> </ul>	
<p><b>Interpretative Study</b></p> <ul 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> </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;</li> <li>m. Paint a landscape/ seascape using at least 4 different watercolour techniques;</li> </ul>	<p><b>Graphic Design</b></p> <p>Studies of well- known symbols, emblems and logos designed for business firms ;</p> <ul style="list-style-type: none"> <li>a. lettering</li> <li>b. Posters</li> <li>c. Cover designs</li> <li>d. Logo designs</li> <li>e. Fabric designs</li> <li>f. Computer design</li> <li>g. Package design</li> <li>h. Fashion design</li> <li>i. Illustration</li> <li>j. Calligraphy</li> <li>k. Printmaking</li> </ul>	

## GRADE 10

Objectives	Activities
<ol style="list-style-type: none"> <li>1. Develop an appreciation and become critically aware of works of art and artists international and local;</li> </ol>	<ul style="list-style-type: none"> <li>• Research local and international artistic works;</li> <li>• Compare and contrast styles, materials and techniques;</li> <li>• Produce a piece of artwork based on the style of an international or local artist;</li> <li>• Develop an interest and critical awareness of art;</li> <li>• Develop a comprehension of art vocabulary;</li> </ul>
<ol style="list-style-type: none"> <li>2. Review and apply the basic elements and principles of Design;</li> <li>3. Record observations of man-made and natural forms;</li> <li>4. Research, investigate and visually record information related to life forms and the human figure.</li> <li>5. Study the human anatomy and apply the principles of design in compositions.</li> </ol>	<ul style="list-style-type: none"> <li>• Reproduce realistic forms and shapes from observations;</li> <li>• Determine size placement and proportion;</li> <li>• Use tone to create depth and form;</li> <li>• Explore different media to create texture and tone;</li> <li>• Make analytical studies and detailed drawings;</li> <li>• Explore a variety of media, colour and texture;</li> <li>• Draw from a live model;</li> <li>• Portrait drawing from live models;</li> <li>•</li> </ul>
<ol style="list-style-type: none"> <li>6. Express what is observed, remembered or imagined;</li> <li>7. Demonstrate visual expressions through the use of photography and computer-generated images;</li> </ol>	<ul style="list-style-type: none"> <li>• Produce pictorial compositions on a given topic or theme;</li> <li>• Produce work from the environment based on photographs and computer-generated images;</li> <li>• Use one-point perspective to create a composition;</li> <li>• Make preparatory studies, analytical studies and detailed drawings;</li> <li>• Explore a variety of media, colour and texture;</li> </ul>
<ol style="list-style-type: none"> <li>8. Demonstrate understanding of a design brief;</li> <li>9. Use a design brief to develop a marketable product;</li> <li>10. Produce a design layout and illustrative work;</li> <li>11. Explore a variety of printmaking techniques;</li> <li>12. Practice and produce calligraphic design;</li> </ol>	<ul style="list-style-type: none"> <li>• Develop creative lettering styles; (Typography)</li> <li>• Use lettering for communication(logos, posters, etc )</li> <li>• Design and produce posters, logos;</li> <li>• Develop a variety of patterns;</li> <li>• Linocuts, scratchboard, silkscreen;</li> </ul>

<p><b>13. Practice proficiency in the use of art tools, media computer equipment;</b> <b>14. Use a computer to produce designs;</b></p>	<ul style="list-style-type: none"><li>• <b>Produce signs, cards, invitations, menus, calendars, poetry;</b></li></ul>
<p><b>15. Develop an understanding of the language of sculpture;</b> <b>16. Appreciate the history of sculpture;</b> <b>17. Develop skills in sculpture making;</b> <b>18. Make 3- Dimensional forms both freestanding and non-freestanding;</b> <b>19. Develop skills and understanding of methods of printmaking;</b></p>	<ul style="list-style-type: none"><li>• <b>Explore and experiment with subtractive carving, additive and combination;</b></li><li>• <b>Create freestanding, abstract, realistic, nonobjective and relief sculptures for display in public areas;</b></li><li>• <b>Experiment with relief, intaglio, lithography, silkscreen, scratchboard, linocuts etc;</b></li></ul>

## GRADE 11

**\*It is imperative that students are prepared in all lessons in the area of Art Appreciation and that Art History is enforced.**

Term One	Term Two	Term Three
<p><b>Observational Study</b>  <i>Studies of natural and man-made forms and the human form using</i></p> <ol style="list-style-type: none"> <li>a. Drawing techniques</li> <li>b. Value/tonne</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>	<p><b>Observational Study</b>  <i>The human Form</i></p> <ol 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. Portraiture</li> </ol>	<p><b>Sculpture and 2D Crafts</b></p> <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>Drawing from Memory</b></p> <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>	<p><b>Art Appreciation</b></p> <ol 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> </ol>	

	<ul style="list-style-type: none"> <li>h. Mannerism</li> <li>i. Impressionism/Post Impressionism</li> <li>j. Modern Art</li> <li>k. Research and presentations</li> </ul>	
<p><b>Interpretative Study</b></p> <ul 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> </ul> <p><b>Landscapes &amp; Seascape in Watercolours:</b></p> <ul style="list-style-type: none"> <li>n. Simple compositions with emphasis on application of medium;</li> <li>o. Understanding the elements and principles of design;</li> <li>p. Perspective; Aerial and linear;</li> <li>q. Paint a landscape/ seascape using at least 4 different watercolour techniques;</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> <li>i. Fashion design</li> <li>j. Illustration</li> <li>k. Calligraphy</li> <li>l. Printmaking</li> </ul>	

## GRADE 11

Objectives	Activities
<p>20. Develop an appreciation and become critically aware of works of art and artists international and local;</p>	<ul style="list-style-type: none"> <li>• Research local and international artistic works;</li> <li>• Compare and contrast styles, materials and techniques;</li> <li>• Produce a piece of artwork based on the style of an international or local artist;</li> <li>• Develop an interest and critical awareness of art;</li> <li>• Develop a comprehension of art vocabulary;</li> </ul>
<p>21. Review and apply the basic elements and principles of Design;</p> <p>22. Record observations of man-made and natural forms;</p> <p>23. Research, investigate and visually record information related to life forms and the human figure.</p> <p>24. Study the human anatomy and apply the principles of design in compositions.</p>	<ul style="list-style-type: none"> <li>• Reproduce realistic forms and shapes from observations;</li> <li>• Determine size placement and proportion;</li> <li>• Use tone to create depth and form;</li> <li>• Explore different media to create texture and tone;</li> <li>• Make analytical studies and detailed drawings;</li> <li>• Explore a variety of media, colour and texture;</li> <li>• Draw from a live model;</li> <li>• Portrait drawing from live models;</li> <li>•</li> </ul>
<p>25. Express what is observed, remembered or imagined;</p> <p>26. Demonstrate visual expressions through the use of photography and computer-generated images;</p>	<ul style="list-style-type: none"> <li>• Produce pictorial compositions on a given topic or theme;</li> <li>• Produce work from the environment based on photographs and computer-generated images;</li> <li>• Use one-point perspective to create a composition;</li> <li>• Make preparatory studies, analytical studies and detailed drawings;</li> <li>• Explore a variety of media, colour and texture;</li> </ul>
<p>27. Demonstrate understanding of a design brief;</p> <p>28. Use a design brief to develop a marketable product;</p> <p>29. Produce a design layout and illustrative work;</p> <p>30. Explore a variety of printmaking techniques;</p> <p>31. Practice and produce calligraphic design;</p>	<ul style="list-style-type: none"> <li>• Develop creative lettering styles; (Typography)</li> <li>• Use lettering for communication(logos, posters, etc )</li> <li>• Design and produce posters, logos;</li> <li>• Develop a variety of patterns;</li> <li>• Linocuts, scratchboard, silkscreen;</li> </ul>

<p><b>32. Practice proficiency in the use of art tools, media computer equipment;</b> <b>33. Use a computer to produce designs;</b></p>	<ul style="list-style-type: none"><li>• <b>Produce signs, cards, invitations, menus, calendars, poetry;</b></li></ul>
<p><b>34. Develop an understanding of the language of sculpture;</b> <b>35. Appreciate the history of sculpture;</b> <b>36. Develop skills in sculpture making;</b> <b>37. Make 3- Dimensional forms both freestanding and non-freestanding;</b> <b>38. Develop skills and understanding of methods of printmaking;</b></p>	<ul style="list-style-type: none"><li>• <b>Explore and experiment with subtractive carving, additive and combination;</b></li><li>• <b>Create freestanding, abstract, realistic, nonobjective and relief sculptures for display in public areas;</b></li><li>• <b>Experiment with relief, intaglio, lithography, silkscreen, scratchboard, linocuts etc;</b></li></ul>



## GRADE 12

**\*It is imperative that students are prepared in all lessons in the area of Art Appreciation and that Art History is enforced.**

**\*Absolutely no rulers allowed for paper 1 and 2**

Term One	Term Two	Term Three
<p><b>Drawing &amp; Painting From Observation – Paper 1:</b></p> <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><b>d.</b> Control and use colour and/or tone in an appropriate manner;</li> <li><b>e.</b> Respond in an appropriate and personal way;</li> <li>f. Explore different media using a variety of techniques;</li> </ol>	<p><b>Interpretative studies- Paper 2;</b></p> <ol style="list-style-type: none"> <li>a. Express what is observed, remembered or imagined;</li> <li>b. Respond with personal qualities, showing the depth of study and aesthetic judgement;</li> <li>c. Explore a range of techniques to create balanced compositions;</li> <li>d. Use size, shape, diminishing scale and proportion in composition;</li> <li>e. Portray line, form, shape and volume;</li> <li>f. Use tone, value and texture;</li> <li>g. Make a preparatory sheet;</li> <li>h. Present a finished piece by creating an interpretative composition based on a theme and reflecting the use of the visual material collected;</li> </ol>	<p><b>Art Appreciation – Paper 4:</b></p> <ol style="list-style-type: none"> <li>a. Have a knowledge and understanding of the work and era of the artists, architects, sculptors and designers in Art history;</li> <li>b. Be conversant with the terms used in the description of the varied aspects of Art &amp; Design so that they are able to relate them to practical work and study;</li> <li>c. Express their knowledge, interest and appreciation in writing, by illustration where appropriate; using drawings, paintings, photography or any other form of visual – communication;</li> <li>d. Present a study with a relevant portfolio;</li> <li>e. Show aesthetic appreciation and present it appropriately;</li> <li>f. Show the ability to research, select, develop and record;               <ul style="list-style-type: none"> <li>Produce evidence of possible development in their chosen area of study;</li> </ul> </li> </ol>

**Drawing & Painting From Observation Continued;**

- a. Make investigative and analytical studies of objects and figures;
- b. Detailed studies of individual objects and figures;
- c. Record observations of man-made and natural forms;
- d. Use tone/colour/texture/ to illustrate form, depth and surface quality;
- e. Create balanced compositions
- f. Present work neatly and clearly;
- g. Make a preparatory sheet;
- h. Observe then accurately portray a live model or still- life final piece to satisfy B.G.C.S.E coursework requirements;

**Paper 3 – Graphic Design:**

- a. Create a working solution from a design brief;
- b. Compose and balance shapes and patterns as needed;
- c. Show research of appropriate material, the ability to evaluate and reach an appropriate solution;
- d. Use motif and pattern in design;
- e. Skillful use of a variety of lettering styles;
- f. Use a layout to create clear balanced work;
- g. Be inventive, confident, experimental and selective in judgement;
- h. Use chose medium with confidence and sustain the idea;
- i. Critical use of tone/colour/colour schemes;
- j. Use of geometric tools;
- k. Work clean and clear;
- l. Explore media
- m. Make a preparatory sheet;
- n. Present a finished piece;

**Paper 5- Sculpture and 2D Crafts**

- a. Relief sculpture
- b. Freestanding sculpture
- c. Mosaics
- d. Weaving
- e. Pottery and ceramics
- f. Papier Mache
- g. Applique
- h. Tie-Dye
- i. Batik
- j. Printmaking
- k. Beadwork
- l. Create supporting workbooks of step by step instructions including introduction, history, procedural steps, illustrations and bibliography for sculpture and 2D crafts

## GRADE 12

Objectives	Activities
<ol style="list-style-type: none"> <li>1. Develop an appreciation and become critically aware of works of art and artists international and local.</li> <li>2. Effectively express and communicate their work using the art vocabulary in a confident manner;</li> <li>3. Show knowledge of artists;</li> <li>4. Develop an interest and critical awareness of art</li> <li>5. Develop a comprehension of art vocabulary</li> </ol>	<ul style="list-style-type: none"> <li>• Research local and international artistic works</li> <li>• Compare and contrast styles, materials and techniques</li> <li>• Design projects</li> <li>• Produce critical reports</li> </ul>
<ol style="list-style-type: none"> <li>6. Make investigative analytical studies of objects and figures</li> <li>7. Record observations of man-made and natural forms;</li> </ol>	<ul style="list-style-type: none"> <li>• Reproduce realistic forms and shapes from observations</li> <li>• Determine size placement and proportion</li> <li>• Use tone to create depth and form</li> <li>• Explore different media to create texture and tone</li> <li>• Make preparatory studies, analytical studies and detailed drawings</li> <li>• Explore a variety of media, colour and texture</li> <li>• Produce a final piece;</li> </ul>
<ol style="list-style-type: none"> <li>8. Express what is observed, remembered or imagined;</li> </ol>	<ul style="list-style-type: none"> <li>• Produce pictorial compositions on a given topic or theme</li> <li>• Use one-point and two-point perspective to create a composition;</li> <li>• Make preparatory studies, analytical studies and detailed drawings.</li> <li>• Explore a variety of media, colour and texture</li> </ul>
<ol style="list-style-type: none"> <li>9. Create a solution from a design brief</li> </ol>	<ul style="list-style-type: none"> <li>• Make preparatory studies, analytical studies and detailed drawings.</li> <li>• Produce a final piece</li> </ul>
<ol style="list-style-type: none"> <li>10. Prepare supporting workbooks of step by step instructions</li> </ol>	<ul style="list-style-type: none"> <li>• Create workbooks</li> </ul>

<b>11. Produce functional/decorative sculptures or 2-D crafts</b>	<ul style="list-style-type: none"><li>• Relief sculpture</li><li>• Freestanding sculpture</li><li>• Mosaics</li><li>• Weaving</li><li>• Pottery and ceramics</li><li>• Papier Mache</li><li>• Applique</li><li>• Tie-Dye</li><li>• Batik</li><li>• Printmaking</li><li>• Beadwork</li><li>• Create items that are functional or decorative using a variety of materials</li></ul>

