



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

ART SYLLABUS

FORMS 1 - 4

2015 - 2022

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ACKNOWLEDGEMENTS

The Ministry of Primary and Secondary Education wishes to acknowledge the following for their valued contribution in the production of this syllabus:

- The National Art Syllabus Panel
- National Gallery of Zimbabwe (NGZ)
- Zimbabwe School Examinations Council (ZIMSEC)
- Art Reach Kids (ARK)
- College representatives
- Art Consultants
- United Nations Educational Scientific and Cultural Organisation (UNESCO)
- United Nations Children's Fund (UNICEF)

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1.0. PREAMBLE

1.1. Introduction

The Art syllabus, forms 1-4 is designed to equip learners with the opportunity to develop creative self-expression, critical thinking and problem solving applicable to every human endeavour. The syllabus fosters creativity, imagination, sensory perception, innovation, conceptual thinking and powers of observation. The syllabus develops artistic skills and provides form and meaning to the ideas, thoughts and feelings of learners by widening cultural horizons while encouraging enterprise.

1.2. Rationale

The knowledge and practice of Art is fundamental to the holistic development of learners. It is one of the most effective forms of communication which contributes to economic, religious, political, social and cultural development of the learner. Therefore, Art education provides an opportunity for learners to explore and express their feelings, stimulate creative imagination and develop competencies essential for nation building, employment creation, enterprise, problem solving, critical thinking, design thinking and self-discipline. Acquiring the tools and knowledge to create is essential to developing lifelong skills that inculcate individual historical and cultural identity, values and attitudes. Art embraces inclusivity as learners are encouraged to appreciate their uniqueness and that of their Art products.

1.3. Summary of Content

The content of the Art syllabus details the knowledge, understanding and competencies that learners are expected to develop throughout the course of study in the following areas; History of Art and Cultural Dynamics, Creative Processes and Art making, Aesthetic Awareness and Appreciation, Art and Technology as well as The Business of Art. This enables learners to be exposed to a wide diversity of Art programmes which develop originality, confidence, self-identity, ability to communicate, identification of talents, and excellence.

1.4. Assumptions

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

- observe and record visual elements of Art
- conceptualise and communicate artistic ideas
- explore the foundational elements and principles of design
- apply principles of design
- manipulate available resources in the environment
- solve practical spatial problems
- appreciate aesthetic values in artworks
- appreciate history of Art in Zimbabwe

1.5. Cross Cutting Themes

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 Form 1 – 4 Secondary Level.

3.0. AIMS

The syllabus aims to enable learners to:

- 3.1 develop a range of competencies, knowledge and understanding in Art, embracing historical, cultural, aesthetic, creative, interpretative, and analytical aspects of the learning area.
- 3.2 foster an understanding of Art, thereby promoting and stimulating work ethics, self-discipline, Unhu/ Ubuntu, critical thinking, sensory responses, socio - cultural and environmental awareness.
- 3.3 develop appreciation of the role of Art in a wider culture and society.
- 3.4 develop learners' creative expression, skills

and competencies in various media and Art forms using appropriate tools.

- 3.5 provide opportunities for learners to be aware that Art is a process, product and a form of employment.
- 3.6 develop skills in the process of critique.
- 3.7 establish competencies in Art technology systems.
- 3.8 cultivate capacity to set up and run a business in the art industry

4.0. OBJECTIVES OF THE SYLLABUS

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

- 4.1 appreciate the value of art as a historical, socio-economic, political and cultural reflection of indigenous identity, nation building and national pride.
- 4.2 recognize societies' socio-political, cultural, religious and historical influences on Art.
- 4.3 understand the relationship between self and others through Art.
- 4.4 use art vocabulary to evaluate works of Art.
- 4.5 acquire management skills in arts enterprise.
- 4.6 develop competencies in art technology.
- 4.7 develop the skills to create pieces of artworks using available resources.
- 4.8 demonstrate an ability to work independently and collaboratively in research and art production.
- 4.9 develop competencies and creative skills in problem solving, critical thinking, communication and time management that contribute to lifelong learning through Art.
- 4.10 appreciate the relationship between Art and other fields of knowledge.
- 4.11 appreciate the aesthetic and therapeutic value of art.

5.0. METHODOLOGY AND TIME ALLOCATION

In this syllabus, some of the learner centered and multi-sensory methods and approaches that can be used to learn Art at Form. 1 – 4 Secondary Level are suggested below. Principles of individualization, unification and stimulation should enhance implementation of these methods.

5.1. Methodology

- Demonstration
- Discussion
- 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

5.3. Time Allocation

In order to cover the content adequately, Form 1 to 4 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 Festivals, Competitions and Exhibitions. Learners are expected to submit an Art portfolio containing records of the coursework covered each academic year

6.0. TOPICS

The syllabus topics are as follows:

- 6.1 History of Zimbabwean Art and Cultural Dynamics
- 6.2 The Creative Processes and Art making
- 6.3 Art Appreciation and Aesthetic Awareness
- 6.4 Art and Technology
- 6.5 The Business of Art

7.0 SCOPE AND SEQUENCE

7.1 TOPIC 1: History of Zimbabwean Art and Cultural Dynamics

FORM 1	FORM 2	FORM3	FORM 4
<ul style="list-style-type: none"> History of Art and cultural dynamics in Zimbabwean Communities The role of Art and artists in socio-economic and political development 	<ul style="list-style-type: none"> History of Art in Southern Africa The role of Art in socio-economic development 	<ul style="list-style-type: none"> History of Art in Africa The role of Art in socio-economic development 	<ul style="list-style-type: none"> History of World Art The role of Art in socio-economic development

7.2 TOPIC: 2 The Creative Processes and Art making

FORM 1	FORM 2	FORM3	FORM 4
<ul style="list-style-type: none"> Conceptual development of theme: Drawing Elements of art and principles of design Tools and media of expression Processes and production of Art works 	<ul style="list-style-type: none"> Conceptual development of theme: Drawing Elements of art and principles of design Tools and media of expression Processes and production of Art works 	<ul style="list-style-type: none"> Conceptual development of theme: Drawing Elements of art and principles of design Tools and media of expression Processes and production of Art works 	<ul style="list-style-type: none"> Conceptual development of theme: Drawing Elements of art and principles of design Tools and media of expression Processes and production of Art works

7.3 TOPIC: 3 Art Appreciation and Aesthetic Awareness

FORM 1	FORM 2	FORM3	FORM 4
<ul style="list-style-type: none"> Elements of Art Material culture of Zimbabwe Zimbabwean renowned artists and Art works 	<ul style="list-style-type: none"> Elements of Art Zimbabwe stone sculpture Contemporary Art forms in Zimbabwe and Southern Africa 	<ul style="list-style-type: none"> Elements and principles of designing Appreciation of Zimbabwean cultural content Representational Art 	<ul style="list-style-type: none"> Elements and principles of designing Appreciation of multi-cultural diversity Representational to abstract Art

7.4 TOPIC: 4 Art and Technology

FORM 1	FORM 2	FORM3	FORM 4
<ul style="list-style-type: none"> The development of Art technology in Zimbabwe during the pre-colonial era Graphic design 	<ul style="list-style-type: none"> The development of Art technology in Zimbabwe during the colonial and post-colonial period Graphic design work book 	<ul style="list-style-type: none"> The development of Art technology in Africa Graphic design project with the work book 	<ul style="list-style-type: none"> The development of Art technology world over Graphic design project

7.5 TOPIC: 5 The Business of Art

FORM 1	FORM 2	FORM3	FORM 4
<ul style="list-style-type: none">• Principles of Art business• Aspects of art administration• Evaluation, appreciation and preservation of collections	<ul style="list-style-type: none">• Principles of Art business• Aspects of art administration• Evaluation, appreciation and preservation of collections	<ul style="list-style-type: none">• Principles of Art business• Aspects of art administration• Evaluation, appreciation and preservation of collections	<ul style="list-style-type: none">• Principles of Art business• Aspects of art administration• Evaluation, appreciation and preservation of collections

8.0 COMPETENCY MATRIX: FORM 1

8.1 FORM 1

8.1 HISTORY OF ART AND CULTURAL DYNAMICS

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
History of Art and cultural dynamics in Zimbabwean Communities	<ul style="list-style-type: none"> • define cultural dynamics in the community • identify art works in the community • trace the history of art in the community • research on the history of art in the community • state the utilitarian value of art • examine symbols in art-works in the community 	<ul style="list-style-type: none"> • History of art in Zimbabwe • Rock art • Zimbabwe birds • Art in the community 	<ul style="list-style-type: none"> • Identifying cultural diversity in the community • Researching on Art works in the community • Observing Art works in the community • Recording Art works in the community • Classifying Art works in the community • Tracing the historical and cultural significance of Art works in the community • Analyzing signs and symbols of Art works in the community 	<ul style="list-style-type: none"> • Photographs • Art works • Resource-persons • Internet • Relevant text-books

8.1.1 HISTORY OF ART AND CULTURAL DYNAMICS

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
The role of Art and artists in socio-economic and political development	<ul style="list-style-type: none"> state the role of art and artist in the community 	<ul style="list-style-type: none"> Chimurenga Liberation War Art Religion Indigenous Institutions of art in Zimbabwe Art and economic development 	<ul style="list-style-type: none"> Tracing the role of art and socio economic and political development. 	<ul style="list-style-type: none"> Photographs Relevant textbooks Art works Resource persons Internet Gallery visits

8.1.2 THE CREATIVE PROCESS AND ART MAKING

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Conceptual Development of theme	<ul style="list-style-type: none"> define conceptualization. list a variety of themes examine each of the themes listed select a theme to work on shoot photographs of chosen scenes. design sketches of chosen scenes create a design brief on the theme 	<ul style="list-style-type: none"> Conceptual development of theme (open) Photography Creation of model Design brief 	<ul style="list-style-type: none"> Developing concepts Suggesting a variety of themes Scrutinising the themes suggested Choosing a theme to work on Taking photographs of selected scenes Writing notes on selected scenes Drawing sketches of selected scenes Formulating design briefs 	<ul style="list-style-type: none"> Camera Smart phone Resource persons Textbooks Art works
Elements of Art and Principles of design	<ul style="list-style-type: none"> identify elements and principles of design 	<ul style="list-style-type: none"> Properties of art elements i.e texture and colour 	<ul style="list-style-type: none"> identifying elements and principles of design 	<ul style="list-style-type: none"> Textbooks Artworks
Tools and media of expression	<ul style="list-style-type: none"> identify Art materials and tools for Art making naming Art tools and materials 	<ul style="list-style-type: none"> Tools and equipment media of expression Health and safety in the studio 	<ul style="list-style-type: none"> Identifying tools and equipment Preparing tools and equipment 	<ul style="list-style-type: none"> Art tools and equipment Art media Protective clothing Health and safety manual

8.1.2 THE CREATIVE PROCESS AND ART MAKING

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Tools and media of expression	<ul style="list-style-type: none"> • outline materials and media of expression • explore Art • making tools and equipment • apply health and safety practice in the studio 	<ul style="list-style-type: none"> • Experimenting with tools and equipment • Listing media of expression • Selecting media to work with • Creating a health and safety manual chart • Practicing health safety in the studio 		
Processes and production of Art works	<ul style="list-style-type: none"> • Outline the stages of the design process • describe what goes on at each stage of the design process • Create a model and preparatory work • Produce an artwork in the chosen media of expression 	<ul style="list-style-type: none"> • Design processes • Visualization <ul style="list-style-type: none"> - Drawing - Painting - Graphics - Pottery - Textile design - Sculpture - Photography - Graphic design - Print making - Animation - New media 	<ul style="list-style-type: none"> • Generating models and preparatory artworks • Creating an artwork in the chosen media of expression 	<ul style="list-style-type: none"> • Films / slides • Videos • Colour wheel • Books • Art works

8.1.3 ART APPRECIATION AND AESTHETIC AWARENESS

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Elements of Art	<ul style="list-style-type: none"> • identify the elements of visual art • apply the elements of visual art • demonstrate various types of lines and variety of lines 	<ul style="list-style-type: none"> • Elements of Art <ul style="list-style-type: none"> - Line - Shape - Colour - Form - Texture - Tonal value 	<ul style="list-style-type: none"> • Recognising the visual elements of art • Describing the psychological effects of the visual elements of art 	<ul style="list-style-type: none"> • Films / slides • Videos • Colour wheel • Books • Art works

8.1. 3 ART APPRECIATION AND AESTHETIC AWARENESS

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Elements of Art	<ul style="list-style-type: none"> • explore the use of a colour wheel • differentiate between pattern and motif • explain terms associated with perspective • demonstrate types of shading techniques 	<ul style="list-style-type: none"> • Types of lines <ul style="list-style-type: none"> - Vertical - Horizontal - Diagonal - Implied • Variety of lines <ul style="list-style-type: none"> - Zig zag - Curving - Dotted • Perspective <ul style="list-style-type: none"> - Eye level - Vanishing point - Horizon • Types of shading techniques <ul style="list-style-type: none"> - Hatching - Cross-hatching - Smudging - Bracelet - Stippling 	<ul style="list-style-type: none"> • Using art elements to communicate ideas • Creating artworks using elements of art to solve specific visual art problems • Comparing works of art in terms of elements and design principles 	<ul style="list-style-type: none"> • Films / slides • Videos • Colour wheel • Books • Art works
Material culture in Zimbabwe	<ul style="list-style-type: none"> • identify artefacts used for communication, utilitarian and religious purposes • describe the origins and functions of different artefacts • explain the historical development of the material culture in Southern Africa • produce a functional artefact using available resources 	<ul style="list-style-type: none"> • Rock Art • Zimbabwe heritage sites • Zimbabwe birds • Zimbabwe stone sculpture • Patterns and symbols in Zimbabwe • Utilitarian artefacts in Zimbabwe 	<ul style="list-style-type: none"> • Listing artefacts for communication and religious purposes • Discussing the origins and functions of artefacts • Exploring the history and development of material culture • Analyzing the relevance of material culture of Zimbabwe • Touring heritage sites in Zimbabwe • Constructing functional artefacts using available resources 	<ul style="list-style-type: none"> • Textbooks • Field trips • Audio / visual aids • Internet • Cultural artefacts • Materials and tools • Resource persons

8.1.3 ART APPRECIATION AND AESTHETIC AWARENESS

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Material culture in Zimbabwe	<ul style="list-style-type: none"> • describe the types of stones used in Zimbabwean stone sculpture • state other forms of Art different from sculpture 			<ul style="list-style-type: none"> • Textbooks • Field trips • Audio / visual aids • Internet • Cultural artefacts • Materials and tools • Resource persons
Zimbabwean artists and Art works	<ul style="list-style-type: none"> • identify places in Zimbabwe where stones for sculpture are found • list renowned Zimbabwean artists in post-independent Zimbabwe • identify artists and their Art works 	<ul style="list-style-type: none"> • Zimbabwean Art during pre-colonial and post-colonial era • Sculpture <ul style="list-style-type: none"> - Unhu/Ubuntu - Technique, Christianity, Zimbabwean mixed media, conceptualisation, modernism - public art - Shona folklore, mythology - female roles in art empowerment and gender • Painting <ul style="list-style-type: none"> - non-representational based on emotions - innovation of tools, techniques, empowering young artists, philanthropy 	<ul style="list-style-type: none"> • Listing forms of Art other than sculpture • Stating places in Zimbabwe where stones for sculpture are found • Identifying prominent female artists in Zimbabwe • Visiting local artists • Analyzing the links between society, culture and personal beliefs and artworks produced • Describing artists expressions when they produce artworks 	<ul style="list-style-type: none"> • Local artists and their artwork • Internet resources • Relevant text resources • Galleries and museum visits • Libraries • Resource persons

8.1. 4 ART AND TECHNOLOGY

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
The development of Art technology in Zimbabwe during the pre-colonial era	<ul style="list-style-type: none"> identify tools and materials used during the pre-colonial era in Zimbabwe make Art tools and materials inspired by pre-colonial technology make artworks using pre-colonial tools and materials 	<ul style="list-style-type: none"> Art tools and materials in pre-colonial Zimbabwe Pigments Found objects art Rock art paintings Bead work Basketry Pottery Metal art 	<ul style="list-style-type: none"> Listing Art tools and materials Describing Art tools and materials creating artworks using pre-colonial tools and materials 	<ul style="list-style-type: none"> Relevant textbooks Resource persons Internet Smart phones Computers Rock art sites
Graphic design	<ul style="list-style-type: none"> define the principles of graphic design identify symbols and motifs as methods of communication use Art elements to create a design outline the purpose of graphic design in industry, commerce and community 	<ul style="list-style-type: none"> Principles of design <ul style="list-style-type: none"> Lettering Printing Colour combination Layout SWOT analysis Graphic design in industry, commerce and the community <ul style="list-style-type: none"> Packaging Advertising Media Awareness campaigns 	<ul style="list-style-type: none"> Identifying Art elements Researching on the principles applied to the design Creating a composition explaining the relevance of graphic design in industry, commerce and community 	<ul style="list-style-type: none"> Pencil Fine liners Highlighters Technical drawing pens Drawing ink Drawing board Computer Textbooks Digital Smartphones Portfolio bag Arch lever files Soft copies of the portfolio Memory stick CD/DVD Camera

8.1. 5 THE BUSINESS OF ART

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Principles of Art Business	<ul style="list-style-type: none"> identify careers relating to art 	<ul style="list-style-type: none"> Business management 		<ul style="list-style-type: none"> Art works Galleries

8.1. 5 THE BUSINESS OF ART CONTD..

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Principles of Art Business	<ul style="list-style-type: none"> • outline aspects of art business • illustrate an awareness of digital technology relating to art business 	<ul style="list-style-type: none"> - Inventory of sales and marketing • Related commerce • Art careers such as; <ul style="list-style-type: none"> - Graphic designer - Photographer - Architectural designer - Industrial designer - Fine artist 	<ul style="list-style-type: none"> • Outlining roles and functions of art business personnel • Identifying various forms of Art businesses in Zimbabwe and related commerce • Describing the various aspects of business related to art • Placing a value on an art work • Costing and value addition through utilisation and improvisation of available resources, including recycling 	<ul style="list-style-type: none"> • Resource personnel • Internet • Art centres • Magazines • Laptops • Found objects
Aspects of Art Administration	<ul style="list-style-type: none"> • List art studio rules • Outline African ethics and fair trade unhu/ubuntu • outline the state of gender equity in art business in the community • introduce intellectual property rights • describe public art in relation to national pride • identify public and corporate art 	<ul style="list-style-type: none"> • Identify legal aspects of art <ul style="list-style-type: none"> - Intellectual property - Contract law 	<ul style="list-style-type: none"> • Conducting market research • Investigating the interaction of art and the law • Demonstrating unfair practices, piracy and intellectual theft • Researching on gender equity 	<ul style="list-style-type: none"> • Relevant booklets from World Intellectual Property Organisation, ARIPO, SAZ • Resource persons • Textbooks • Internet • Videos • Photographs

8.1. 5 THE BUSINESS OF ART CONTD..

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Evaluation, Appreciation and Preservation of public collections	<ul style="list-style-type: none"> • Justify the monetary, esthetic value and unique selling point of an artwork • discuss the importance of the preservation of art collections 	<ul style="list-style-type: none"> • Evaluation, appreciation and preservation of collections such as: <ul style="list-style-type: none"> - Artefacts - Public art - Sculptures - Paintings 	<ul style="list-style-type: none"> • Demonstrating how art contributes to national pride and identity • Discussing aspects of value awareness using works of art • Conducting community surveys • Visiting galleries, public buildings and heritage sites • Art sales <ul style="list-style-type: none"> - Role plays • Casting • Papier mache preservation 	<ul style="list-style-type: none"> • Relevant booklets from World Intellectual Property Organisation, ARIPO, SAZ • Resource persons • Textbooks • Internet • Videos • Photographs

8.2 FORM 2

8.2.1 HISTORY OF ART AND CULTURAL DIMENSIONS

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
History of rock art in Zimbabwe	<ul style="list-style-type: none"> name places in Zimbabwe where rock paintings are found outline the themes depicted on rock paintings 	<ul style="list-style-type: none"> Rock Art of Zimbabwe Heritage Sites 	<ul style="list-style-type: none"> Identifying rock art sites in Zimbabwe Listing heritage sites in Zimbabwe Visiting museums, galleries and rock art sites Creating an artwork based on a chosen theme 	<ul style="list-style-type: none"> Slides Videos Films Internet
Role of art in socio-economic development	<ul style="list-style-type: none"> identify major galleries in Zimbabwe outline the role of art galleries in the development of the country create an artwork based on the topic 	<ul style="list-style-type: none"> The role of Museums and Galleries Art and Culture Art and Tourism Art and self employment 	<ul style="list-style-type: none"> Explaining the role of Museums and Galleries in the development of the country Producing an artwork for sale 	<ul style="list-style-type: none"> Textbooks Visuals Art materials

8.2.2 THE CREATIVE PROCESS AND ART MAKING

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Development of themes in Art	<ul style="list-style-type: none"> identify a variety of themes in art select a theme to work on examine themes listed design sketches of chosen themes 	<ul style="list-style-type: none"> Brainstorming on a variety of themes 	<ul style="list-style-type: none"> Suggesting a variety of themes Scrutinising the themes suggested Choosing a theme to work on Drawing sketches of selected themes 	<ul style="list-style-type: none"> Camera Laptops Smartphones Artworks Gallery visits Guest artist

8.2.2 THE CREATIVE PROCESS AND ART MAKING CONTD..

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Tools and media expression	<ul style="list-style-type: none"> • suggest materials and media for a particular expression • list Art making tools and equipment 	<ul style="list-style-type: none"> • Tools and media of expression for: <ul style="list-style-type: none"> - Pottery - Drawing - Painting - Graphic design - Textile design - Sculpture 	<ul style="list-style-type: none"> • Identifying tools and equipment • Selecting media to work with • Preparing tools and equipment • Experimenting with tools and equipment 	<ul style="list-style-type: none"> • Art making media
Elements of Art and principles of design	<ul style="list-style-type: none"> • identify elements of Art in an Art work • critique how principles of design were used in an Art work <ul style="list-style-type: none"> - Shape - Form - Tone - Value 	<ul style="list-style-type: none"> • Emotional properties of Art elements <ul style="list-style-type: none"> - Line - Colour - Texture 	<ul style="list-style-type: none"> • Observing and demonstrating Art elements used in an Art work Analyzing the use of principles of design in an Art work • Designing a preparatory Art work • Produce an Art work • Critiquing and improving on the Art works 	<ul style="list-style-type: none"> • Art works • Guest artist
Production and process of Art works	<ul style="list-style-type: none"> create a preparatory model art work • produce an Art work in the chosen media of expression 	<ul style="list-style-type: none"> • Highlight principles of design in use • Rhythm / pattern in a design • Movement in a design • Balance / symmetry in a design • Variety in a design • Proportion in a design • Unity in a design 	<ul style="list-style-type: none"> • Designing an artwork • Producing the artwork • Critiquing and improving on the artworks 	<ul style="list-style-type: none"> • Historical or professional Art works • Guest artist • Stone • Clay • Wood • Canvasses • Textbooks • Digital media

8.2.3 ART APPRECIATION AND AESTHETIC AWARENESS

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Elements and principles of Art	<ul style="list-style-type: none"> • demonstrate an understanding of the elements and principles of design by creating an artwork • recognize the use of elements and principles of design in artworks 	<ul style="list-style-type: none"> • elements and principles of design 	<ul style="list-style-type: none"> • Applying elements and principles of design in an artwork • Constructing a composition using elements of art and principles of design • analysing the use of elements of art and principles of design in artworks 	<ul style="list-style-type: none"> • Internet • Video / slides • Art work • Studio visuals
Zimbabwe stone sculpture	<ul style="list-style-type: none"> • explain the origins and historical background of contemporary Zimbabwean stone sculpture 	<ul style="list-style-type: none"> • Zimbabwean birds • Religion, legend and folklore • Types of stones for sculpture • Post- independence sculpture in Zimbabwe 	<ul style="list-style-type: none"> • Defining Zimbabwean stone sculpture • Discussing the historical background of Zimbabwean stone sculpture • Identifying the different stones used for sculpture 	<ul style="list-style-type: none"> • Internet • Field trips • Digital visual aids • Resource persons • National Art Gallery • Tengenenge and Chapungu

8. 2. 3 ART APPRECIATION AND AESTHETIC AWARENESS CONTD..

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
			Explaining visual aspects of Art based on an understanding of elements and principles of design • Creating works of Art based on the forms and content of historical artworks in Zimbabwe	

8.2. 4 ART AND TECHNOLOGY

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Development of Art Technology in Zimbabwe during the colonial and post colonial period Graphic design	<ul style="list-style-type: none"> identify art technology in colonial and post colonial era demonstrate knowledge of art technology in Zimbabwe demonstrate the steps followed in design process identify a design problem develop Art technology portfolio 	<ul style="list-style-type: none"> Technology used during colonial and post colonial era Principles of design in; <ul style="list-style-type: none"> - Animation - Sculpture - Crafts - Photography 	<ul style="list-style-type: none"> Identifying art technologies in Zimbabwe Demonstrating technology development in Art in Zimbabwe Experimenting on animated visuals Applying principles of design on sculpture and crafts Creating the designs 	<ul style="list-style-type: none"> Relevant textbooks Resource persons (Art experts) Internet Smart phones Computers Cartridge paper Easel Clutch pencil Fine liners Highlighters Technical drawing pens Drawing ink Drawing board Portfolio Arch lever files Soft copies of the portfolio Memory stick CD/CVD Camera

8.2. 5 THE BUSINESS OF ART

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Principles of Art Business	<ul style="list-style-type: none"> • define art business terms • identify careers relating to art • list types of arts businesses • describe value addition • illustrate an awareness of digital technology relating to art business 	<ul style="list-style-type: none"> • Business management <ul style="list-style-type: none"> - Sales and marketing, - value addition and costing • Secondary art trade • Art careers such as: <ul style="list-style-type: none"> - Graphic designer - Photographer - Architectural designer - Industrial designer - Fine artist 	<ul style="list-style-type: none"> • Explaining terms relating to art business • Outlining roles and functions of art • Outlining roles and functions of art business personnel • Identifying various forms of Art businesses in Zimbabwe and related commerce • Describing the various aspects of business related to art • Placing a value on an art work • Costing and value addition of art-works • Conducting market research 	<ul style="list-style-type: none"> • Art works • Galleries • Resource personnel • Internet • Art centres • Magazines • Laptops • Found objects
Aspects of Art Administration	<ul style="list-style-type: none"> • list guiding rules of art and the law • outline African ethics and fair trade unhu / ubuntu • examine the role of art as a medium for communication • describe intellectual property rights • describe the law of contract 	<ul style="list-style-type: none"> • Identify legal aspects of art <ul style="list-style-type: none"> - Intellectual property - Contract law 	<ul style="list-style-type: none"> • Investigating the interaction of art and the law • Demonstrating unfair practices, piracy and intellectual theft • Discussing African moral and ethical values • Examining various forms of visual communication 	<ul style="list-style-type: none"> • Relevant booklets from World Intellectual Property Organisation, ARIPO, SAZ • Resource persons • Textbooks • Internet • Videos • Photographs

8.2. 5 THE BUSINESS OF ART CONTD..

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
<p>Evaluation, Appreciation and Preservation of Collections</p>	<ul style="list-style-type: none"> • explain public art in relation to national pride • identify public and corporate art <p>analyse the relevance of art business in nation building and preserving cultural diversity</p> <ul style="list-style-type: none"> • discuss the importance of the preservation of art collections 	<ul style="list-style-type: none"> • Evaluation, appreciation and preservation of collections such as: <ul style="list-style-type: none"> - Artefacts - Public art - Sculptures - Paintings 	<ul style="list-style-type: none"> • Demonstrating how art contributes to national pride and identity • Discussing aspects of value awareness using works of art <p>Conducting community surveys</p> <ul style="list-style-type: none"> • Visiting galleries, public buildings and heritage sites 	<ul style="list-style-type: none"> • Galleries • Resource persons • Internet • Heritage sites • Sculpture gardens • Art communities

8.3 FORM 3

8.3.1 HISTORY OF ART AND CULTURAL DYNAMICS

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
History of Art in Zimbabwe	<ul style="list-style-type: none"> trace the development of Art history in Zimbabwe 	<ul style="list-style-type: none"> Art History of Zimbabwe 	<ul style="list-style-type: none"> Researching on Zimbabwean Art history Presenting findings on Research Watching documentaries and related material on Zimbabwe Art History 	<ul style="list-style-type: none"> Resource persons Reference books National archives Video clips Braille machine Audio tape recorder Talking book Large print books Braille books
The role of art in socio- economic development	<ul style="list-style-type: none"> outline the influences of other African art forms on history of Zimbabwean art analyse the role of art in socio-economic and political development of Great Zimbabwe create artworks that depicts themes of the history of Zimbabwe 	<ul style="list-style-type: none"> Socio- economic and political roles of Art in Zimbabwe Influences of African art history 	<ul style="list-style-type: none"> Analyzing influences Visiting Galleries, National Archives Engaging in art cultural exchange programmes with other African countries Stating similarities and differences between other African art forms and Zimbabwean art 	<ul style="list-style-type: none"> Resource persons National archives Video clips Braille machine Audio tape recorder Talking book Large print books Braille books

8.3.2 THE CREATIVE PROCESS AND ART MAKING

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Creative process of art themes	<ul style="list-style-type: none"> • select a theme to work on • explain the creative process • carry out an artistic research project using the creative process 	<ul style="list-style-type: none"> • Creative process • Identify subject • Proposing a creative solution • Create the work 	<ul style="list-style-type: none"> • Defining themes • Selecting research methodology • Interrogating concepts to formulate themes to create a work of art 	<ul style="list-style-type: none"> • Computers • Camera • Smartphone • Library • Internet
Elements and principles of design	<ul style="list-style-type: none"> • apply the elements and principles of design 	<ul style="list-style-type: none"> • Elements and principles of design 	<ul style="list-style-type: none"> • creating a design using the elements and principles of design 	<ul style="list-style-type: none"> • Art tools and materials • Digital media • Art making tools and equipment • Art making media
Tools and media of expression	<ul style="list-style-type: none"> • use tools and materials to develop individual styles • produce Art works 	<ul style="list-style-type: none"> • Tools and media manipulation • Styles and techniques 	<ul style="list-style-type: none"> • Experimenting with tools and media of Art making to develop individual styles 	<ul style="list-style-type: none"> • Art works • Art tools and equipment • Art media of expression • Digital media

8.3.3 ART APPRECIATION AND AESTHETIC AWARENESS

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Elements and principles of designing	<ul style="list-style-type: none"> • use the elements and principles of design to improve communication and expression of ideas 	<ul style="list-style-type: none"> • Elements of Art <ul style="list-style-type: none"> - Line - Shape - Form - Color - Texture - Value 	<ul style="list-style-type: none"> • Demonstrating an understanding of elements and principles through creation of art works 	<ul style="list-style-type: none"> • Books • Art works
Display design	<ul style="list-style-type: none"> • identify artwork for an exhibition • exhibit Art works 	<ul style="list-style-type: none"> • Exhibition <ul style="list-style-type: none"> - Spatial relationships - Elements and principles of design - Gravitational relationships 	<ul style="list-style-type: none"> • Selecting items for exhibition • Mounting an exhibition 	<ul style="list-style-type: none"> • Nails • Frames • Drawing pins • Mounting rods

8.3. 3 ART APPRECIATION AND AESTHETIC AWARENESS CONTD..

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Appreciation of Zimbabwean cultural content	<ul style="list-style-type: none"> • identify characteristics of visual Art evident among cultural ethnic groups in Zimbabwe • analyse artworks in different ethnic groups in Zimbabwe • create a work of Art that reflects historical and / or cultural context 	<ul style="list-style-type: none"> • Characteristics of Zimbabwean Art • Appreciation of Zimbabwean artworks 	<ul style="list-style-type: none"> • Identifying the characteristics of visual Art among cultural ethnic groups • Distinguishing artworks from various cultural groups • Telling stories through artworks • Telling stories that incorporate artworks • Producing 3D models 	<ul style="list-style-type: none"> • Visual • Internet • Art • Gallery
Representational and non-representational Art	<ul style="list-style-type: none"> • define representational Art • differentiate between representational Art and abstract Art 	<ul style="list-style-type: none"> • Representational Art forms • Figurative Art forms • Non-representational Art forms • 2D and 3D art forms 	<ul style="list-style-type: none"> • Explaining representational Art • Distinguishing between representational and non-representational art • Creating figurative and abstract artworks 	<ul style="list-style-type: none"> • Internet • Visual Art works • Images

8.3. 4 ART AND TECHNOLOGY

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
<p>The development of Art technology in Africa</p> <p>Graphic design project with the work book</p>	<ul style="list-style-type: none"> • identify art technology in Africa • demonstrate knowledge of art technology in Africa • apply the principles of design to a graphic design • develop to the design 	<ul style="list-style-type: none"> • Technology issues in Africa • Principles of design in: <ul style="list-style-type: none"> - Animation - Photography - Crafts - sculpture 	<ul style="list-style-type: none"> • Identify art technology in Africa • demonstrating technology development on Africa and beyond • Discussing principles of design using photography • Discussing principles of design using animation in video production 	<ul style="list-style-type: none"> • Text books • Internet • Smart phones • Magazines • Resource persons (Art experts) • Internet • Smart phones • Computers • Cartridge paper • Easel • Clutch pencil

8.3. 5 THE BUSINESS OF ART

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Principles of Art Business	<ul style="list-style-type: none"> • define art business terms • identify careers relating to art • list types of arts businesses and business models • outline aspects of art business • describe value addition • illustrate an awareness of digital technology relating to art business • formulate an arts business plan • analyse market trends 	<ul style="list-style-type: none"> • Art business terms such as; <ul style="list-style-type: none"> - Attribution - Connoisseurship - Patronage - Curatorship - Evaluator • Business management <ul style="list-style-type: none"> - Sales and marketing - Costing and value addition • Art business models • Business plan • Secondary art trade • Art careers such as; <ul style="list-style-type: none"> - Graphic designer - Photographer - Architectural designer - Industrial designer - Fine artist 	<ul style="list-style-type: none"> • explaining terms relating to art business • Outlining roles and functions of art business personnel • Identifying various forms of Art businesses in Zimbabwe and related commerce • Describing the various aspects of business related to art • Placing a value on an art work • Costing and value addition of artworks through recycling • Conducting market research • Listing the elements of a business plan • Operating an arts business • Creating an e-business portal • Conducting field research • Assessing the viability of art markets in the community 	<ul style="list-style-type: none"> • Art works • Galleries • Resource personnel • Internet • Art centres • Magazines • Laptops • Found objects
Aspects of Art Administration	<ul style="list-style-type: none"> • justify African ethics and fair trade unhu / ubuntu • examine intellectual property rights • identify virtual arts and related software 	<ul style="list-style-type: none"> • Legal aspects of art <ul style="list-style-type: none"> - Intellectual property - Contract law • Virtual art and related software • Communications medium 	<ul style="list-style-type: none"> • Investigating the interaction of art and the law • Demonstrating unfair practices, piracy and intellectual theft 	<ul style="list-style-type: none"> • Resource persons • Internet • Videos • Galleries

8.3. 5 THE BUSINESS OF ART CONTD..

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Aspects of Art Administration	<ul style="list-style-type: none"> • predict the future of art business and new media in Zimbabwe • analyse the relevance of art business in nation building • justify the monetary, aesthetic value and unique selling point of an art work 		<ul style="list-style-type: none"> • Discussing African moral and ethical values • Examining various forms of business communication media • Examining various forms of communication media • Conducting studio visits to artists in Zimbabwe • Demonstrating how art contributes to national pride and identity • Discussing aspects of value awareness using works of art • Conducting community surveys to establish art perceptions • Visiting galleries, public art sites and Zimbabwe heritage sites 	<ul style="list-style-type: none"> • Resource persons • Heritage sites • Sculpture gardens • Art communities • Video clips • Art portfolios
Evaluation, Appreciation and Preservation of Collections	<ul style="list-style-type: none"> • discuss the importance of the preservation of art collections 	<ul style="list-style-type: none"> • Evaluation, appreciation and preservation of collections such as: <ul style="list-style-type: none"> - Artefacts - Public art - Sculptures - Paintings 	<ul style="list-style-type: none"> • Analysing value of artworks • Visiting galleries, public art sites and Zimbabwe heritage sites • Creating artworks that reflect patriotism 	<ul style="list-style-type: none"> • Galleries • Resource persons • Internet • Heritage sites • Art communities

8.3. 5 THE BUSINESS OF ART CONTD..

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Public art and national pride	<ul style="list-style-type: none"> • identify public and corporate art in Zimbabwe • explain public art in relation to national pride in Zimbabwe • produce artworks that reflect patriotism 	<ul style="list-style-type: none"> • Public art and nation building <ul style="list-style-type: none"> - Chimurenga narratives in Art - Peace and nation building • Patriotism through art 	<ul style="list-style-type: none"> • Analysing artworks • Visiting galleries, public art sites and Zimbabwe heritage sites • Creating artworks that reflect patriotism 	<ul style="list-style-type: none"> • Internet • Heritage sites • Sculpture gardens • Art communities • Video clips • Art portfolios

8.4 FORM 4

8.4.1 HISTORY OF ART AND CULTURAL DYNAMICS

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
History of World Art	<ul style="list-style-type: none"> identify art movements in world art histories discuss the characteristic styles of selected art movements 	<ul style="list-style-type: none"> Introduction to Art movements in world art histories <ul style="list-style-type: none"> - Egyptian art - Greek art - Renaissance art - Impressionism - Expressionism - Cubism - Abstract expressionism Creating artworks 	<ul style="list-style-type: none"> Outlining art movements in world art histories Explaining the characteristics of art movements identified Matching famous artworks to the artists who created them Producing artworks inspired by selected world art movements 	<ul style="list-style-type: none"> Internet Journals Modules DVDs
The role of art in socio- economic development	<ul style="list-style-type: none"> state the role of art in socio-economic development 	<ul style="list-style-type: none"> Art and tourism Art and social transformation 	<ul style="list-style-type: none"> Explaining the role of art in socio-economic development 	<ul style="list-style-type: none"> Modules Internet Journals

8.4.2 THE CREATIVE PROCESS AND ART MAKING

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Conceptual development of themes	<ul style="list-style-type: none"> carry out an artistic research based on the topic using the creative processes 	<ul style="list-style-type: none"> Themes Research 	<ul style="list-style-type: none"> Defining the theme Applying research to art production 	<ul style="list-style-type: none"> Digital media Gallery visits
Elements and principles of design	<ul style="list-style-type: none"> engage in cross disciplinary projects 	<ul style="list-style-type: none"> Elements of art and principles of design 	<ul style="list-style-type: none"> Applying elements of art and principles of design in collaborative artworks 	<ul style="list-style-type: none"> Art tools and materials Digital media

8.4.2 THE CREATIVE PROCESS AND ART MAKING

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Conceptual development of themes	<ul style="list-style-type: none"> carry out an artistic research based on the topic using the creative processes 	<ul style="list-style-type: none"> Themes Research 	<ul style="list-style-type: none"> Defining the theme Applying research to art production 	<ul style="list-style-type: none"> Digital media Gallery visits
Elements and principles of design	<ul style="list-style-type: none"> engage in cross disciplinary projects 	<ul style="list-style-type: none"> Elements of art and principles of design 	<ul style="list-style-type: none"> Applying elements of art and principles of design in collaborative artworks Demonstrating competency in the application of elements of art and principles of design 	<ul style="list-style-type: none"> Art tools and materials Digital media
Tools and expression of media	<ul style="list-style-type: none"> create works of art using up-cycling of methods 	<ul style="list-style-type: none"> Tools and media of expression Environmental conservation <ul style="list-style-type: none"> - Reduce - Up-cycling 	<ul style="list-style-type: none"> Applying cross disciplinary skills Experimenting with art tools and media Up-cycling discarded products to create works of art 	<ul style="list-style-type: none"> Art tools and materials
Production and process of art works	<ul style="list-style-type: none"> produce body of art works carry out a re-search 	<ul style="list-style-type: none"> Production of art works 	<ul style="list-style-type: none"> Investigating on Art specialization area Executing body of Art works 	<ul style="list-style-type: none"> Art works Art tools and equipment Art media Digital media

8.4.3 ART APPRECIATION AND AESTHETIC AWARENESS

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Elements of art and principles of design	<ul style="list-style-type: none"> select and use the elements and principles of design to improve communication and expression of ideas 	<ul style="list-style-type: none"> Elements of Art <ul style="list-style-type: none"> - Line shape - Form - Colour - texture 	<ul style="list-style-type: none"> Selecting and utilizing elements and principles of design to improve communication and express ideas 	<ul style="list-style-type: none"> Internet Slides Room visuals Art works

8.4.3 ART APPRECIATION AND AESTHETIC AWARENESS CONTD..

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Elements of art and principles of design	<ul style="list-style-type: none"> • demonstrate a more complex understanding of the elements and principles of design • reflect upon the effects of arranging characteristics in learners' work and in the work of others. • compare work of Art in terms of elements and principles of design 	<ul style="list-style-type: none"> • Principles of design <ul style="list-style-type: none"> - Balance - Unity - Contrast - Emphasis - Repetition - Movement - Rhythm 	<ul style="list-style-type: none"> • Using and analyzing elements and principles of design terminology to effectively communicate ideas • Comparing work of Art in terms of elements and principles of design • Demonstrating principles of designing 	
Appreciation of multi-cultural diversity	<ul style="list-style-type: none"> • give an understanding of multi-cultural diversity with regard to Art • identify common characteristics of sub-Saharan visual Art and the western world • critique and analyse the development of western Art forms and their relationship to the elements and principles of design • create a work of Art that reflect historical and / or cultural contexts 	<ul style="list-style-type: none"> • Egyptian and western Art • Art in southern Africa • Western Art • Practical work • Representational Art • Abstract Art • Process of producing and abstract 	<ul style="list-style-type: none"> • Understanding of multi-cultural Art in Zimbabwe • Examining the common characteristics of world Art in relation to Zimbabwe Art-works • Critiquing various forms of western Art • Creating Art according to the relevant topic / subject 	<ul style="list-style-type: none"> • Field research • Art Galleries • Resource persons • Visual aids

8.4. 3 ART APPRECIATION AND AESTHETIC AWARENESS CONTD..

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Representational to abstract Art	<ul style="list-style-type: none"> define abstraction in Art explain the process of abstraction from representational Art describe how famous artists create abstractions explore how sculptors took on the challenges of abstract expressionism construct images / paintings from figurative to abstraction 	<ul style="list-style-type: none"> Exaggerating Transformations Metaphomism in Art Abstraction 	<ul style="list-style-type: none"> Explaining the role of abstraction in Art Describing the process of abstraction from a representational Art form Analyzing famous abstract artists in Zimbabwe Describing how sculptures took on the challenges of abstract expressionism Creating a painting from figuration to abstraction 	<ul style="list-style-type: none"> Pictures / images Internet

8.4. 4 ART AND TECHNOLOGY

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
The development of Art technology world over	<ul style="list-style-type: none"> trace the development of Art technology world over compare Art technological development between the African countries and the world over 	<ul style="list-style-type: none"> Art technology in the world <ul style="list-style-type: none"> - Tools - Materials - Skills development - Softwares 	<ul style="list-style-type: none"> Researching on tools, materials, skills development and software Distinguishing Art technological development between African countries and the World 	<ul style="list-style-type: none"> Txt books Tools and materials Software Internet

8.4. 4 ART AND TECHNOLOGY CONTD..

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Graphic design project	<ul style="list-style-type: none"> • construct a product design • use the appropriate tools in relation to technique • show personal expression through the style 	<ul style="list-style-type: none"> • Principles of design <ul style="list-style-type: none"> - Animation - Photography - Crafts - Sculpture - Special effects - Batik / tie and dye 	<ul style="list-style-type: none"> • Applying principles of design on the Art project • Valuing the product 	<ul style="list-style-type: none"> • Resource persons (Art experts) • Internet • Smart phones • Computers • Cartridge paper • Easel • Highlighters • Rotrin set • Drawing ink • Drawing board • Portfolio
Art technology portfolio	<ul style="list-style-type: none"> • Develop Art technology portfolio 	<ul style="list-style-type: none"> • Art technological portfolio 	<ul style="list-style-type: none"> • Compiling an Art technological portfolio 	<ul style="list-style-type: none"> • Soft copies of the portfolio • Memory stick • CD/CVD • Camera

8.4. 5 THE BUSINESS OF ART

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Principles of Art business	<ul style="list-style-type: none"> • define art business terms • identify careers relating to art • list types of arts businesses and business models • outline aspects of art business • describe value addition • illustrate an awareness of digital technology relating to art business 	<ul style="list-style-type: none"> • Art business terms such as; <ul style="list-style-type: none"> - Attribution - Connoisseurship - Patronage - Curatorship - Evaluator • Business management <ul style="list-style-type: none"> - Sales and marketing - Costing and value addition • Art business models 	<ul style="list-style-type: none"> • explaining terms relating to art business • Outlining roles and functions of art business personnel • Identifying various forms of Art businesses in Zimbabwe and related commerce • Describing the various aspects of business related to art • Placing a value on an art work 	<ul style="list-style-type: none"> • Art works • Galleries • Resource personnel • Internet • Art centres • Magazines • Laptops • Found objects

8.4. 5 THE BUSINESS OF ART CONTD..

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Principles of Art business		<ul style="list-style-type: none"> • Secondary art trade • Art careers such as: <ul style="list-style-type: none"> - Graphic designer - Photographer - Architectural designer - Industrial designer - Fine artist 		
Aspects of Art Administration	<ul style="list-style-type: none"> • list guiding rules of art and the law • justify African ethics and fair trade unhu / ubuntu • outline the state of gender equity in art business in the community • examine the role of art as a medium for communication • examine intellectual property rights 	<ul style="list-style-type: none"> • History and legal aspects of art <ul style="list-style-type: none"> - Intellectual property - Contract law • Virtual art and related software • Communications medium 	<ul style="list-style-type: none"> • Costing and value addition through utilisation and improvisation of available resources, including recycling • Conducting market research • Listing the elements of a business plan • Conducting field research • Investigating the interaction of art and the law • Demonstrating unfair practices, piracy and intellectual theft • Discussing African moral and ethical values • Researching on gender equity • Examining various forms of communication media 	<ul style="list-style-type: none"> • Relevant booklets from World Intellectual Property Organisation, ARIPO, SAZ • Resource persons • Textbooks • Internet • Videos

8.4. 5 THE BUSINESS OF ART CONTD..

SUB TOPIC	LEARNING OBJECTIVES Learner should be able to:	CONTENT (Attitudes, Knowledge and Skills)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Evaluation, Appreciation and Preservation of Collections	<ul style="list-style-type: none"> • analyse the relevance of art business in nation building and preserving cultural diversity • justify the monetary, aesthetic value and unique selling point of an art work • illustrate perception management • discuss the importance of the preservation of art collections • appreciate the importance of the preservation of art collections 	<ul style="list-style-type: none"> • Evaluation, appreciation and preservation of collections such as: <ul style="list-style-type: none"> - Artefacts - Public art - Sculptures - Paintings 	<ul style="list-style-type: none"> • Demonstrating how art contributes to national pride and identity • Discussing aspects of value awareness using works of art • Conducting community surveys to establish art perceptions • Visiting galleries, public art sites and Zimbabwe heritage sites 	<ul style="list-style-type: none"> • Text books • Galleries • Resource persons • Internet • Heritage sites • Sculpture gardens • Art communities • Video clips • Art portfolios
Public art and national pride	<ul style="list-style-type: none"> • identify public and corporate art • explain public art in relation to national pride in Zimbabwe • produce artworks that reflect patriotism 	<ul style="list-style-type: none"> • Public art and nation building <ul style="list-style-type: none"> - Chimurenga narratives - Liberation war heroes - Land reform and agrarian revolution - Peace - Revolutionary arcs • Patriotism through art 	<ul style="list-style-type: none"> • Analysing artworks • Visiting Zimbabwe's galleries, public art sites, heritage sites and national shrines • Creating artworks that reflect patriotism 	<ul style="list-style-type: none"> • Art works • Galleries • Public art • Heritage sites

9.0 ASSESSMENT

9.1 a) ASSESSMENT OBJECTIVES

By the end of the Form 1 - 4 Secondary Level, learners should be able to:

- 9.1.1 demonstrate understanding of art within the context of history and culture in Zimbabwe.
- 9.1.2 discuss the role of Art as a vehicle for human experiences.
- 9.1.3 apply knowledge of the elements of art and principles of design.
- 9.1.4 demonstrate aptitude in creative art.
- 9.1.5 compile an Art portfolio.
- 9.1.6 comment on attributions, style, mood and themes in selected artworks.
- 9.1.7 create client ready artworks and graphic design
- 9.1.8 demonstrate dexterity and expertise in the application of art technology.
- 9.1.9 identify Art careers and art specialization.
- 9.1.10 demonstrate specialised roles in collaborative art production.
- 9.1.11 interpret various symbolism in artworks.
- 9.1.12 develop a criteria for critiquing art works.
- 9.1.13 demonstrate awareness of legal, moral and ethical practice in visual art.
- 9.1.14 demonstrate enterprise skills in art business.

9.2 (b) SCHEME OF ASSESSMENT

Art will be assessed continuously from Form 1 - 4 through coursework and examination. Learners will be assessed in the following areas:

9.2.1 Course work

Practical

- 9.2.1.1 Drawing, painting ,sculpture, print making, graphic design, photography, animation, ceramics, textile designs, multi- media
- 9.2.1.2 Planning, portfolios,
- 9.2.1.3 Evaluation skills, administrative skills, communication skills
- 9. 2.1.4 Originality, creativity, collaboration skills
- 9.2.1.5 Art criticism, Art management skills
- 9.2.1.6 Enterprise skills, research skills, deportment, etiquette and grooming

9.2.2 Theory

- 9.2.2.1 Writing assignments
- 9.2.2.2 Writing exercises and tests

9.2.3 Examinations

Title	Duration	Marks	Weighing
Paper 1: Theory Multiple choice Structured essays	2 hours 30 minutes	100	20%
Paper 2: Practical – Observation: Section A: Still life study Section B: Life drawing Section C: Natural and man- made objects	6 hours per each section	100	25%
Paper 3: Practical Section A: Design on paper Section B Imaginative composition in colour	6 hours per each section	100	25%
Paper 4: Course work Continuous assessment	4 years	100	30%
Total for paper 1,2,3 and 4			100%

9.2.3 Examinations

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

ASSESSMENT OBJECTIVES					
Paper	Historical and cultural Dynamics	Creative Processes and Art Making	AESTHETIC Awareness AND APPRECIATION	Art and Technology	The Business of Art
1	20%	20%	20%	20%	20%
2	20%	20%	20%	20%	20%
3	20%	20%	20%	20%	20%

Paper Description

Paper 1

This component has two sections.

- Section A consists of 40 multiple choice questions which are chosen from the five topics of the syllabus. Each topic should be represented by 8 questions. Each question carries 1 mark. Total marks for this paper is 40 marks.
- Section B-Semi structured (60 marks). This paper consists of 5 semi -structured essay questions. Candidates are expected to choose any 2 questions. Each question in this section carries 20 marks. Candidates are expected to write their responses on separate paper provided.

Paper 2

Observation

- Practical Paper-(60 marks). This component consists of 3 sub-sections. Each sub-section consists of 5 practical tasks and candidates are expected to choose 1 task based on Creative Processes and Art making topic. Examiners are expected to assess the candidate using a check list.

Paper 3

Controlled test

- Practical paper - 100 marks

This component consist of sub sections. Each sub section consists of 5 practical tasks.

Course work

Continuous Assessment 100 marks

Candidates are expected to choose 1 question or theme on creative processes and art marking from Form 1 to Form 3. At Form 4 the candidate will submit in project/portfolio and a workbook. At each level 25 marks will be awarded. Examiners are expected to assess the candidate using a checklis

Specification Grid

Skill	Paper 1	Paper 2	Paper 3	Paper 4
Knowledge and understanding	30	20	20	5
Comprehension	30	20	20	-
Application and analysis	20	30	30	5
Synthesis and evaluation	20	30	30	10
Practical skills: - Investigation and interpretation - Exploration and development of ideas - Aesthetic qualities - Control of materials and technical processes - Personal response				80
Total	100	100	100	100



