



**ZIMBABWE**

**MINISTRY OF PRIMARY AND SECONDARY EDUCATION**

# **ART SYLLABUS**

**FORMS 1 - 4**

**2015 - 2022**

**Curriculum Development and Technical Services  
P. O. Box MP 133  
Mount Pleasant  
Harare**

© All Rights Reserved  
2015



# 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

8 Q L W H G 1 D W L R Q V ( G X F D W L R Q D O 6 F L H Q W L 2 F D Q G & X O W X U D O 2 U

United Nations Children's Fund (UNICEF)

# CONTENTS

ACKNOWLEDGEMENTS.....	i
CONTENTS.....	ii
1.0. PREAMBLE .....	1
2.0. PRESENTATION OF SYLLABUS .....	1
3.0. AIMS.....	1
4.0. OBJECTIVES OF THE SYLLABUS .....	2
5.0. METHODOLOGY AND TIME ALLOCATION.....	2
6.0. TOPICS .....	2
7.0 SCOPE AND SEQUENCE .....	3
8.0 COMPETENCY MATRIX: FORM 1 .....	5
8.2 FORM 2 .....	13
8.3 FORM 3 .....	19
8.4 FORM 4.....	25
9.0 ASSESSMENT.....	32

## 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 and ability to communicate.

### 1.4. Assumptions

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

REVVHUYH DQG UHFRUG YLVXDO HOHP  
FRQFHSWXDOLVH DQG FRPPXQLFDWH  
H[SORUH WKH IRXQGDLRQDO HOHP  
design

DSSO\ SULQFLSOHV RI GHVLJQ  
PDQLSXODWH DYDLODEOH UHVRXUFH  
VROYH SUDFWLFDV VSDWLDO SUREO  
DSSUHFLDWH DHVWKHWLF YDOXHVL  
DSSUHFLDWH KLVWRU\ RI \$UW LQ =

### 1.5. Cross Cutting Themes

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

&KLOGUHQ\ ULJKWV DQG UHVSROVL  
'LVDVWHU ULVN PDQDJHPHQW  
)LQDQFLDO OLWHUDEF\  
6H[XDOLW\ +,9 DQG \$,'6  
&KLOG SURWHFWLRQ  
+HULWDJH VWXGLHV  
+XPDQ 5LJKWV  
\*HQGHU  
&ROODERUDWLRQ  
(QYLURQPHQWDO LVVXH  
(QWHUSULVH 6NLOO  
, & 7V  
,QWHOOFWVXDO SURSHUW\ ULJKWV

## 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 and citizenship.
- 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, VRFLR HFRQRPLF SROLWLFDO DOUGH # X D W N G D O H D U P A H F J
- 4.2 recognize societies' socio-political, cultural, UHOLJLRXV DQG KLVWRULFD LQ DOUGH # X D W N G D O H D U P A H F J
- 4.3 understand the relationship between self and others through Art. LQ DOUGH # X D W N G D O H D U P A H F J
- 4.4 use art vocabulary to evaluate works of Art. LQ DOUGH # X D W N G D O H D U P A H F J
- 4.5 acquire management skills in arts enterprise. LQ DOUGH # X D W N G D O H D U P A H F J
- 4.6 develop competencies in art technology. LQ DOUGH # X D W N G D O H D U P A H F J
- 4.7 develop the skills to create pieces of artworks using available resources. LQ DOUGH # X D W N G D O H D U P A H F J
- 4.8 demonstrate an ability to work independently and collaboratively in research and art production. LQ DOUGH # X D W N G D O H D U P A H F J
- 4.9 develop competencies and creative skills in problem solving, critical thinking, communication and time management that contribute to lifelong learning through Art. LQ DOUGH # X D W N G D O H D U P A H F J
- 4.10 appreciate the relationship between Art and RWKHU ¿ HOGV RI NQRZO H G J H
- 4.11 appreciate the aesthetic and therapeutic value of art. LQ DOUGH # X D W N G D O H D U P A H F J

## 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. HG EHORZ 3ULQFLSOHV RI LQGLYLGX D O L ] D W L R Q X Q L ¿ F D W L R Q D O G stimulation should enhance implementation of these methods.

## 5.1. Methodology

' H P R Q V W U D W L R Q  
' L V F X V V L R Q  
\* U R X S Z R U N  
) L H O G Z R U N  
& D V H V W X G \  
5 H V H D U F K  
\$ S S U H Q W L F H V K L S  
6 X U Y H \  
2 E V H U Y D W L R Q  
/ H F W X U H P H W K R G  
( [ K L E L W L R Q V D O G \* D O O H U \ Y L V L W V  
( G X F D W L R Q D O W R X U V  
& U L W L T X H V H V V L R Q V  
3 H H U O H D U Q L Q J  
( [ S H U L P H Q W D W L R Q  
\* D P H V  
, D O G H # X D W N G D O H D U P A H F J  
5 H V R X U F H P H W K R G  
3 U R E O H P V R O Y L Q J  
, Q W H U D F W L Y H : R U N V K R S V

## 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	FORM 3	FORM 4
<p>al dynamics in Zimbabwean Communities</p> <p>ists in socio-economic and political development</p>	<p>ern Africa</p> <p>development</p>	<p>ocio-economic development</p>	<p>ocio-economic development</p>

### 7.2 TOPIC: 2 The Creative Processes and Art making

FORM 1	FORM 2	FORM 3	FORM 4
<p>ment of theme: Drawing</p> <p>principles of design</p> <p>expression</p> <p>tion of Art works</p>	<p>ment of theme: Drawing</p> <p>principles of design</p> <p>expression</p> <p>tion of Art works</p>	<p>ment of theme: Drawing</p> <p>principles of design</p> <p>pression</p> <p>tion of Art works</p>	<p>of theme: Drawing</p> <p>principles of design</p> <p>pression</p> <p>tion of Art works</p>

### 7.3 TOPIC: 3 Art Appreciation and Aesthetic Awareness

FORM 1	FORM 2	FORM 3	FORM 4
<p>babwe</p> <p>artists and Art works</p>	<p>ture</p> <p>in Zimbabwe and Southern Africa</p>	<p>of designing</p> <p>multi-cultural diversity</p>	<p>of designing</p> <p>multi-cultural diversity</p> <p>abstract Art</p>

### 7.4 TOPIC: 4 Art and Technology

FORM 1	FORM 2	FORM 3	FORM 4
<p>technology in Zimbabwe during the pre-colonial era</p> <p>with the work book</p>	<p>technology in Zimbabwe during the colonial and post-colonial period</p> <p>book</p>	<p>technology in Africa</p> <p>with the work book</p>	<p>technology world over</p>

## 7.5 TOPIC: 5 The Business of Art

FORM 1	FORM 2	FORM3	FORM 4
3 U L Q F L S O H V ness \$ V S H F W V R I tration ( Y D O X D W L R Q tion and preservation of collections	R I \$ U W Q E X S / Q - H V ness D U W \$ D S P I E Q / L W - R I tration D S \$ D Ø K I D W L R Q tion and preservation of collections	R I \$ U W Q E X S / Q - H V ness D U \$ W S H G F W Q L R I tration D S \$ D Ø K I D W L R Q tion and preservation of collections	R I \$ U W Q E X S / Q - H V R I \$ U W ness D U W \$ D S P I E Q / L W - R I D U W D tration D S \$ D Ø K I D W L R Q D S S U tion 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
<b>History of Art and cultural dynamics in Zimbabwean Communities</b>	G H Q H F X C ics in the community L G H Q W L I \ community W U D F H W K H in the community U H V H D U F K of art in the community V W D W H W K H ue of art H [ D P L Q H V \ works in the community	W X U D + O L V G W R D Zimbabwe D U W Z R U N V D U = L P E D E Z H E L B G V H D U nity R Q W K H K L V H X W L O L W D U L P E R O V L Q D U	R R I D G H W O W O diversity in the community I W K M R P H E X community W R U \ 2 E V H U Y L works in the com- munity D O - 5 H F R U G L Q J \$ U W works in the com- munity & O D V V L I \ L Q J \$ U W works in the com- munity 7 U D F L Q J W K H K L V W R U ical and cultural V L J Q L Q F D Q F H R I Art works in the community \$ Q D O \ ] L Q J V L J Q V and symbols of Art works in the community	I \ L 3 K R F X R O J W X S I O V \$ U W Z R U N V 5 H V R X U F H S H U V R O F K L O W H L O Q H W 5 H O H Y D Q W W H [ W - books Q J \$ U W L Q J \$ U W W K H K L V W R U F H R I L Q J V L J Q V

### 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	art and artist in the community	War Art tutions of art in Zimbabwe development	art and socio economic and political development	

### 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	ization. themes the themes listed work on graphs of chosen scenes. of chosen scenes brief on the theme	development of themes ' work on graphs of chosen scenes of chosen scenes brief on the theme	cepts of themes themes suggested to work on graphs of selected scenes selected scenes es of selected scenes sign briefs	
Elements of Art and Principles of design	and principles of design	elements i.e texture and colour	ments and principles of design	
Tools and media of expression	materials and tools for Art making and materials	ment in the studio	and equipment and equipment 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
<b>Tools and media of expression</b>	<p>and media of expression</p> <p>equipment</p> <p>safety practice in the studio</p>	<p>with tools and equipment</p> <p>Expression</p> <p>to work with</p> <p>and safety manual chart</p> <p>safety in the studio</p>		
<b>Processes and production of Art works</b>	<p>es of the design process</p> <p>goes on at each stage of the design process</p> <p>and preparatory work</p> <p>artwork in the chosen media of expression</p>	<p>- Drawing</p> <p>- Painting</p> <p>- Graphics</p> <p>- Pottery</p> <p>- Textile design</p> <p>- Sculpture</p> <p>- Photography</p> <p>- Graphic design</p> <p>- Print making</p> <p>- Animation</p> <p>- New media</p>	<p>artworks</p> <p>artwork in the chosen media of expression</p>	

**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
<b>Elements of Art</b>	<p>ments of visual art</p> <p>ments of visual art</p> <p>various types of lines and variety of lines</p>	<p>- Line</p> <p>- Colour</p> <p>- Texture</p> <p>- Tonal value</p>	<p>visual elements of art</p> <p>psychological effects of the visual elements of art</p>	

### 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
<b>Elements of Art</b>	<p>H [ S O R U H ] a colour wheel</p> <p>G L I I H - U H between pattern and motif</p> <p>H [ S O D L Q ] associated with perspective</p> <p>G H P R Q V W U D - of shading techniques</p>	<p>W K H \ X S V H V R I 9 H U W L F Horizontal E H - Diagonal - Implied - Zig zag - Curving Dotted W \ S H V 3 H U V S H F - Eye level 9 D Q L V K L - Horizon 7 \ S H V R I V K D G L Q J techniques - Hatching - Cross-hatching - Smudging - Bracelet - Stippling</p>	<p>O L B H V L Q J Elements to communicate ideas &amp; U H D W L Q J of art to solve problems V S H F L ; F Y &amp; R P S D U L Q J Z R U N V Flat in terms of elements and design principles</p>	<p>D U W ) H O P H V 9 L G H R V &amp; R O R X U Z K H H O D J R R Z R V U N V \$ U W Z R U N V L V X D O D U W Z R U N V</p>
<b>Material culture in Zimbabwe</b>	<p>L G H Q W L I \ used for communication, utilitarian and religious purposes</p> <p>G H V F U L E H origins and functions of different artifacts</p> <p>H [ S O D L Q ] ical development of the material culture in Southern Africa</p> <p>S U R G X F H tional artefact using available resources</p>	<p>D U S V R H I N D F S W W = L P E D E Z H heritage sites = L P E D E Z H = L P E D E Z H Sculpture R U - 3 D W W H U symbols in Zimbabwe W K H B W L O W W R facts in Zimbabwe D I X Q F -</p>	<p>/ L V W L Q J for communication and religious purposes origins and functions of artefacts ( [ S O R U L Q J W K H K L V tory and development of material culture evance of material culture of Zimbabwe 7 R X U L Q J sites in Zimbabwe &amp; R Q V W U X F W L Q J I X Q F - tional artefacts using available resources</p>	<p>D U W H I M D E R R V N V ) L H O G W U L S V \$ X G L R Y L V X D O D , Q W H U Q H W &amp; X K C H W X U D O D U W H I O D W H U L D O V D Q G V 5 H V R X U F H S H U V R O L Q J W K H U H O K H U L W D J H</p>

**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
<p><b>Material culture in Zimbabwe</b></p>	<p>of stones used in Zimbabwean stone sculpture of Art different from sculpture</p>			
<p><b>Zimbabwean artists and Art works</b></p>	<p>Zimbabwe where stones for sculpture are found Zimbabwean artists in post-independent Zimbabwe their Art works</p>	<p>during pre-colonial and post-colonial era</p> <ul style="list-style-type: none"> <li>- Technique, Christianity, Zimbabwean art and mixed media, conceptualisation, modernism</li> <li>- public art</li> <li>- Shona folklore, mythology</li> <li>- female roles in art empowerment and gender</li> <li>- non-representational based on emotions</li> <li>- innovation of tools, techniques, empowering young artists, philanthropy</li> </ul>	<p>Art other than sculpture Zimbabwe where stones for sculpture are found of female artists in Zimbabwe artists links between society, culture and personal beliefs and artworks produced expressions when they produce artworks</p>	<p>their artwork resources museum visits</p>

### 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
<b>The development of Art technology in Zimbabwe during the pre-colonial era</b>	<p>and materials used during the pre-colonial era in Zimbabwe</p> <p>and materials inspired by pre-colonial technology</p> <p>using pre-colonial tools and materials</p>	<p>materials in pre-colonial Zimbabwe</p> <p>Tools and materials</p> <p>Using pre-colonial tools and materials</p>	<p>and materials</p> <p>Tools and materials</p> <p>Using pre-colonial tools and materials</p>	<p></p>
<b>Graphic design</b>	<p>principles of graphic design</p> <p>and motifs as methods of communication</p> <p>to create a design</p> <p>purpose of graphic design in industry, commerce and community</p>	<ul style="list-style-type: none"> <li>- Lettering</li> <li>- Printing</li> <li>- Colour Combination</li> <li>- Layout</li> </ul> <p>industry, commerce and the community</p> <ul style="list-style-type: none"> <li>- Packaging</li> <li>- Advertising</li> <li>- Media</li> <li>- Awareness campaigns</li> </ul>	<p>elements</p> <p>the principles applied to the design</p> <p>evance of graphic design in industry, commerce and community</p>	<p></p>

### 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
<b>Principles of Art Business</b>	<p>relating to art</p>	<p>ment</p>	<p></p>	<p></p>

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
<p><b>Principles of Art Business</b></p>	<p>art business awareness of digital technology relating to art business</p>	<p>sales and marketing as; - Graphic designer - Photographer - Architectural designer - Industrial designer - Fine artist</p>	<p>functions of art business person- forms of Art businesses in Zimbabwe and related commerce various aspects of business related to art an art work addition through utilisation and improvisation of available resources, including recycling</p>	<p>, Q W H U Q H W \$ U W F H Q W U H V O D J D ] L Q H V ) R X Q G R E M H F W V ' H V F U L E L Q J W K H 3 O D F L O J D Y D O X H R Q &amp; R V W L Q J D Q G Y D O X H</p>
<p><b>Aspects of Art Administration</b></p>	<p>rules ethics and fair gender equity in art business in the community lectual property rights art in relation to national pride corporate art</p>	<p>pects of art Intellectual property Contract Law gender equity</p>	<p>research interaction of art and the law unfair practices, piracy and intellectual theft gender equity</p>	<p>from World Intellectual Property 2 U J D Q L V D W L R Q \$ 5 , 3 2 6 \$ = 7 H [ W E R R N V , Q W H U Q H W 9 L G H R V 5 H V H D U F K B Q R V R Q J U D S K V</p>

**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
<p><b>Evaluation, Appreciation and Preservation of public collections</b></p>	<p>- X V W L I X etary, esthetic value and unique selling point of an artwork G L V F X V V importance of the preservation of art collections</p>	<p>W K H ( P R Q X D appreciation and preservation of collections such as: W - Artifacts - Public art - Sculptures - Paintings</p>	<p>W L R Q ' H P R Q V W U B W Q B Y D Q W how art contributes to national pride and identity ' L V F X V V L Q \$ 5 , 3 2 6 \$ = aspects of value awareness using works of art &amp; R Q G X F W L Q U G H R P V community surveys 9 L V L W L Q J J D O O H U L H V public buildings and heritage sites \$ U W V D O H V - Role plays &amp; D V W L Q J 3 D S L H U P D U F K H preservation</p>	<p>ERRNOH from World Intellectual Property 2 U J D Q L V D W L R Q 5 H V R X U F H S H U V R Q V 7 H [ W E R R N V , Q W H U Q H W 3 K R W R J U D S K V</p>



## 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
<b>History of rock art in Zimbabwe</b>	<p>Zimbabwe where rock paintings are found</p> <p>depicted on rock paintings</p>	<p>babwe</p>	<p>sites in Zimbabwe</p> <p>sites in Zimbabwe</p> <p>galleries and rock art sites</p> <p>&amp; UHDWLOJ DQ DUW-</p> <p>work based on a chosen theme</p>	<p>9 LGHRV</p> <p>KH UQ WVD JH</p> <p>, QWHUQH W</p> <p>QJ PXVHXPV</p>
<b>Role of art in socio-economic development</b>	<p>galleries in Zimbabwe</p> <p>art galleries in the development of the country</p> <p>based on the topic</p>	<p>ums and Galleries</p> <p>employment</p>	<p>role of Museums and Galleries in the development of the country</p> <p>artwork for sale</p>	<p>9 LVXDOV</p> <p>\$ UW PDWHULDOV</p> <p>3 URGXFLQJ DQ</p>

### 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
<b>Development of themes in Art</b>	<p>of themes in art</p> <p>work on</p> <p>listed</p> <p>chosen themes</p>	<p>on a variety of themes</p>	<p>ety of themes</p> <p>themes suggested to work on</p> <p>es of selected themes</p>	<p>/ DSWRSV</p> <p>LQ 6 P DQJW SVKRRQH V</p> <p>\$ UW ZRUNV</p> <p>* XHVW DUWLVW</p> <p>VNHWFK-</p>

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
<b>Tools and media expression</b>	<p>V X J J H V W P D W R H U D L V D O</p> <p>and media for a particular expression</p> <p>O L V W \$ U W - Painting Q J</p> <p>tools and equipment</p>	<p>expression for:</p> <ul style="list-style-type: none"> <li>- Pottery</li> <li>- Drawing</li> <li>- Painting Q J</li> <li>- Graphic design</li> <li>- Textile design</li> <li>- Sculpture</li> </ul>	<p>and equipment</p> <p>6 H O H F W L Q J P H G L D</p> <p>to work with</p> <p>3 U H S D U L Q J W R R O V</p> <p>and equipment</p> <p>( [ S H U L P H Q W L Q J</p> <p>with tools and equipment</p>	<p>L Q \$ U W R P R D O N M L Q J P H G L D</p>
<b>Elements of Art and principles of design</b>	<p>L G H Q W L I \ H O ( H P R H W L V R</p> <p>of Art in an Art work</p> <p>F U L W L T X H - Line S U L Q</p> <p>principles of design were used in an Art work</p> <ul style="list-style-type: none"> <li>- Shape</li> <li>- Form</li> <li>- Tone</li> </ul> <p>9 D O X H</p>	<p>ties of Art elements</p> <ul style="list-style-type: none"> <li>- Colour</li> <li>- Texture</li> </ul>	<p>demonstrating Art elements used in an Art work</p> <p>Analyzing the use of principles of design in an Art work</p> <p>' H V L J Q L Q J D S U H</p> <p>paratory Art work</p> <p>3 U R G X F H D Q \$ U W</p> <p>work</p> <p>&amp; U L W L T X L Q J D Q G</p> <p>improving on the Art works</p>	<p>L Q \$ U D V G Z R U N V</p> <p>* X H V W D U W L V W</p>
<b>Production and process of Art works</b>	<p>create a preparatory model art work</p> <p>S U R G X F H</p> <p>Art work in the chosen media of expression</p>	<p>+ L J K O L J K W S U H O V L U S O</p> <p>of design in use</p> <p>D Q 5 K \ W K P</p> <p>in a design</p> <p>O R Y H P H Q W L &amp; U D L W L T X L &amp; D D \ Q G</p> <p>design</p> <p>% D O D Q F H artworks P P H-</p> <p>try in a design</p> <p>9 D U L H W \ L Q D G H V L J Q ' L J L W D O P H G L D</p> <p>3 U R S R U W L R Q L Q D</p> <p>design</p> <p>8 Q L W \ L Q D G H V L J Q</p>	<p>artwork</p> <p>S D W U R H G U X O L Q J X M K W D U W L V W</p> <p>artwork</p> <p>improving on the</p> <p>works</p>	<p>sional Art works</p> <p>6 W R Q H</p> <p>: R R G</p> <p>&amp; D Q Y D V V H V</p> <p>7 H [ W E R R N V</p>

### 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
<b>Elements and principles of Art</b>	<p>G H P R Q V</p> <p>understanding of the elements and principles of design by creating an artwork</p> <p>U H F R J Q L ] H W K H X V H</p> <p>of elements and principles of design in artworks</p>	<p>W U D W H O D P Q H O W V</p> <p>principles of design</p>	<p>\$ Q S O \ L Q J , H O W H P U H Q H W W</p> <p>and principles of design in an artwork</p> <p>&amp; R Q V W U X F W L Q J D</p> <p>composition using elements of art and principles of design</p> <p>D Q D O \ V L Q J W K H X V H</p> <p>of elements of art and principles of design in artworks</p>	<p>9 L G H R V O L G H V</p> <p>\$ U W Z R U N</p> <p>6 W X G L R Y L V X D O V</p>
<b>Zimbabwe stone sculpture</b>	<p>H [ S O D L O</p> <p>and historical background of contemporary Zimbabwean stone sculpture</p>	<p>W K H = R U P I E D L E C Z V H D Q ' H L J U G L V Q J</p> <p>5 H O L J L R Q b a b w e i a n s t o n e G</p> <p>and folklore</p> <p>7 \ S H V R I V W R I O M F X V V L Q 5 H W R M U F H S H U V R Q V</p> <p>3 R V W L Q G r o u n d s o f Z i m b a b w e a n s t o n e s c u l p t u r e i n Z i m b a b w e</p>	<p>Zimbabwean stone sculpture</p> <p>historical background of Zimbabwean stone sculpture</p> <p>, G H Q W L I \ L Q J W K H G L I -</p> <p>ferent stones used for sculpture</p>	<p>= L P W H U Q H W</p> <p>) L H O G W U L S V</p> <p>' L J L W D O Y L V X D O D</p> <p>1 D W L R Q D O \$ U W * D</p> <p>7 H O J H Q H Q J H D Q G</p> <p>Chapungu</p>

**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 & U H D W L Q J Z R U N V 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
<b>Development of Art Technology in Zimbabwe during the colonial and post colonial period</b>	L G H Q W L I \ D U W H F V K B R K nology in colonial and post colonial era G H P R Q V W U W D W H knowledge of art technology in Zimbabwe	during colonial and post colonial era	technologies in Zimbabwe ' H P R Q V W U D, W M O H U Q H W technology development in Art in Zimbabwe	L O J H D Q H W D Q W W H [ W E F 5 H V R X U F H S H U V R Q V (Art experts) 6 P D U W S K R Q H V & R P S X W H U V & D U W U L G J H S D S H U ( D V H O & O X W F K S H O F L O ) L Q H O L Q H U V
<b>Graphic design</b>	G H P R Q V W U D W U H L W F K L H S steps followed in design process L G H Q W L I \ D - Sculpture J Q problem G H Y H O R S \$ U P h o t o g r a p h y - nology portfolio	sign in; - Animation - Crafts - Photography	O H V R [ S C H U L P H O W U Q O L R Q W H U V animated visuals \$ S S O - \ L Q J p e n s L Q F L ples of design on sculpture and crafts & U H D W L Q J \$ W R K H O H Y H U ; O H V designs	7 H F K Q L F D O G U D Z L O S L Q F L ' U D Z L Q J L Q N ' U D Z L Q J E R D U G 3 R U W I R O L R 6 R I W F R S L H V R I W portfolio O H P R U \ V W L F N & ' & 9 ' & D P H U D

## 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
<b>Principles of Art Business</b>	<p>terms relating to art businesses addition of digital technology relating to art business</p>	<p>ment Sales and marketing, Value added and costing trade as:                      - Graphic designer                      - Photographer                      - Architectural designer                      - Industrial designer                      - Fine artist</p>	<p>relating to art business and functions of art functions of art Business personnel forms of Art businesses in Zimbabwe and related commerce various aspects of business related to art an art work addition of art-works market research</p>	<p>* DOOHULHV 5HVRXUFH SHUVROO \$UW FHWUHV ODJD]LQHV )RXQG REMHFVV , GHQWLI\LQJ YDULRXV 'HVFULELQJ WKH 3ODFLOJ D YDOXH RQ &amp;RVWLOJ DQG YDOXH &amp;RQGXFVWLOJ PDU-</p>
<b>Aspects of Art Administration</b>	<p>of art and the law ics and fair trade of art as a medium for communication al property rights contract</p>	<p>pects of art Intellectual property Contract law</p>	<p>interaction of art and the law unfair practices, piracy and intellectual theft moral and ethical values forms of visual communication</p>	<p>from World Intellectual Property \$5,326\$= 5HVRXUFH SHUVROO 7H[WERRNV 9LGHV 3KRWRJUDSKV ([DPLQLQJ YDULRXV</p>

**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><b>Evaluation, Appreciation and Preservation of Collections</b></p>	<p>art in relation to national pride</p> <p>corporate art</p> <p>analyse the relevance of art business in nation building and preserving cultural diversity</p> <p>importance of the preservation of art collections</p>	<p>appreciation and preservation of collections such as:</p> <ul style="list-style-type: none"> <li>- Artefacts</li> <li>- Public art</li> <li>- Sculptures</li> <li>- Paintings</li> </ul>	<p>how art contributes to national pride and identity</p> <p>aspects of value awareness using works of art</p> <p>Conducting community surveys</p> <p>public buildings and heritage sites</p>	

## 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
<b>History of Art in Zimbabwe</b>	<p>W U D F H ment of Art history in Zimbabwe</p>	<p>W K H 6 R Q I A X babwe</p>	<p>S-W R H V H R D I U F K Zimbabwean Art history 3 U H V H Q W L on Research : D W F K L-Q J mentaries and related material on Zimbabwe Art History</p>	<p>P-Q J 5 H R V R X U F H S H U V R O 5 H I H U H Q F H E R R N V 1 D W L R Q D O D U F K L Y Q J 9 J C G I R Q F D L S V % U D L O O H P D F K L Q H G R \$ X G L R W D S H U H F R U 7 D O N L Q J E R R N / D U J H S U L Q W E R R N % U D L O O H E R R N V</p>
<b>The role of art in socio- economic development</b>	<p>R X W O L Q H ences of other African art forms on history of Zimbabwean art D Q D O \ V H art in socio-economic and political development of Great Zimbabwe F U H D W H that depicts themes of the history of Zimbabwe</p>	<p>W K H 6 R Q I A X and political roles of Art in Zimbabwe , Q A X H Q F on art history D U W Z R U N V</p>	<p>H F R \$ R P D I O F A J L Q J 5 H O A X X U F H S H U V R O ences 9 L V L W L Q J 9 D C G I R U E L O V S V National Archives H V R I ( \$ I J D L J L Q J \$ X G D R W W D S H U H F R U R cultural exchange programmes with other African countries 6 W D W L Q J V L P L O D U L W L H V and differences between other African art forms and Zimbabwean art</p>	<p>1 D W L R Q D O D U F K L Y % U D L O O H P D F K L Q H 7 D O N L Q J E R R N / D U J H S U L Q W E R R N % U D L O O H E R R N V</p>

**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
<b>Creative process of art themes</b>	work on creative process research project using the creative process	Identify and articulate a solution	Use methodology to formulate themes to create a work of art	
<b>Elements and principles of design</b>	and principles of design	Principles of design	using the elements and principles of design	Materials and equipment
<b>Tools and media of expression</b>	materials to develop individual styles	manipulation of media to develop individual styles	Use tools and media of Artmaking to develop individual styles	Equipment for expression

**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
<b>Elements and principles of designing</b>	and principles of design to improve communication and expression of ideas	<ul style="list-style-type: none"> <li>- Line</li> <li>- Shape</li> <li>- Form</li> <li>- Color</li> <li>- Texture</li> </ul>	an understanding of elements and principles through creation of art works	
<b>Display design</b>	an exhibition	<ul style="list-style-type: none"> <li>- Spatial relationships</li> <li>- Elements and principles of design</li> <li>- Gravitational relationships</li> </ul>	for exhibition	



### 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	<p>Characteristics of visual Art evident among cultural ethnic groups in Zimbabwe</p> <p>Artworks in different ethnic groups in Zimbabwe</p> <p>Artworks that incorporate cultural context</p>	<p>Zimbabwean Art</p> <p>Zimbabwean artworks</p>	<p>Characteristics of Zimbabwean cultural ethnic groups</p> <p>Artworks from various cultural groups</p> <p>Artworks through art models that incorporate cultural context</p>	<p>Visual Art among cultural ethnic groups</p> <p>Artworks from various cultural groups</p> <p>Artworks through art models that incorporate cultural context</p>
Representational and non-representational Art	<p>Characteristics of representational Art</p> <p>Characteristics of non-representational Art</p> <p>Artworks between representational Art and abstract Art</p>	<p>Representational Art forms</p> <p>Non-representational Art forms</p> <p>Artworks between representational Art forms and abstract Art forms</p>	<p>Characteristics of representational Art</p> <p>Characteristics of non-representational Art</p> <p>Artworks between representational Art and non-representational Art</p> <p>Artworks that incorporate cultural context</p>	<p>Visual Art among cultural ethnic groups</p> <p>Artworks from various cultural groups</p> <p>Artworks through art models that incorporate cultural context</p>

### 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
The development of Art technology in Africa	<p>Characteristics of art technology in Africa</p> <p>Artworks in Africa</p>	<p>Art technology in Africa</p>	<p>Characteristics of art technology in Africa</p> <p>Artworks in Africa</p>	<p>Visual Art among cultural ethnic groups</p> <p>Artworks from various cultural groups</p> <p>Artworks through art models that incorporate cultural context</p>
Graphic design project with the work book	<p>Principles of design to a graphic design</p> <p>Principles of design in a work book</p>	<p>Graphic design in:</p> <ul style="list-style-type: none"> <li>- Animation</li> <li>- Photography</li> <li>- Crafts</li> <li>- sculpture</li> </ul>	<p>Principles of design using photography</p> <p>Principles of design using animation in video production</p>	<p>Visual Art among cultural ethnic groups</p> <p>Artworks from various cultural groups</p> <p>Artworks through art models that incorporate cultural context</p>

**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
<p><b>Principles of Art Business</b></p>	<p>terms relating to art businesses and business models art business addition awareness of digital technology relating to art business business plan trends</p>	<p>terms such as; - Connoisseurship - Patronage - Curatorship - Evaluation - Heritage - Sales and marketing - Costing and value addition models Trade as; - Graphic designer - Photographer - Architectural designer - Industrial designer - Fine artist</p>	<p>relating to art business and functions of art business personnel Forms of Art businesses in Zimbabwe and related commerce various aspects of business related to art Art and Design Value Addition for artworks through recycling market research elements of a business plan business e-business portal research viability of art markets in the community</p>	<p>* DOOHULHV 5 HVRXUFH SHUVRO \$ UW FHQWUHV ODJD]LQHV /DSWRSV RXXVLE 'HVFULELQJ WKH \$UWEXVL DQD &amp;RVWLQJ DOG UHV &amp;RQGXFWLQJ PDU- /LVWLQJ WKH HOH- 2SHUDWLQJ DQ DUWV &amp;UHDWLQJ DQ &amp;RQGXFWLQJ HOG \$VVHVVLQJ WKH</p>
<p><b>Aspects of Art Administration</b></p>	<p>ics and fair trade intellectual property rights arts and related software</p>	<p>art Intellectual Property- - Contract law related software medium</p>	<p>interaction of art and the law unfair practices, piracy and intellectual theft</p>	<p>, QWHUQH 9LGHRV *DLOOHULHV</p>

### 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
<b>Aspects of Art Administration</b>	<p>S U H G L F W W K H I X W X U H</p> <p>of art business and new media in Zimbabwe</p> <p>D Q D O \ V H W K H</p> <p>relevance of art business in nation building</p> <p>M X V W L I \ W K H P R Q-</p> <p>etary, aesthetic value and unique selling point of an art work</p>	<p>W K H I X W X U H</p> <p>W K H</p> <p>W K H P R Q-</p>	<p>' L V F X V V L Q J H S V I R X U F D I Q</p> <p>moral and ethical values</p> <p>( [ D P L Q L Q J \$ M D U E R P X Q L W L H V</p> <p>forms of business communication media</p> <p>( [ D P L Q L Q J Y D U L R X V</p> <p>forms of communication media</p> <p>&amp; R Q G X F W L Q J V W X G L R</p> <p>visits to artists in Zimbabwe</p> <p>' H P R Q V W U D W L Q J</p> <p>how art contributes to national pride and identity</p> <p>' L V F X V V L Q J</p> <p>aspects of value awareness using works of art</p> <p>&amp; R Q G X F W L Q J F R P</p> <p>munity surveys to establish art perceptions</p> <p>9 L V L W L Q J J D O O H U L H V</p> <p>public art sites and Zimbabwe heritage sites</p>	<p>L Q J H S V I R X U F D I Q S H U V R Q V</p> <p>+ H U L W D J H V L W H V</p> <p>6 F X O S W X U H J D U G H</p> <p>9 L G H R F O L S V</p> <p>\$ U W S R U W I R O L R V</p> <p>( [ D P L Q L Q J Y D U L R X V</p> <p>&amp; R Q G X F W L Q J V W X G L R</p> <p>' H P R Q V W U D W L Q J</p> <p>' L V F X V V L Q J</p> <p>&amp; R Q G X F W L Q J F R P</p> <p>9 L V L W L Q J J D O O H U L H V</p>
<b>Evaluation, Appreciation and Preservation of Collections</b>	<p>G L V F X V V</p> <p>portance of the preservation of art collections</p>	<p>W K H ( Y P O X D W L R Q \$ Q D O \ V L Q J † D Y C O O H K U H L H R V</p> <p>appreciation and preservation of collections such as:</p> <ul style="list-style-type: none"> <li>- Artefacts</li> <li>- Public art</li> <li>- Sculptures</li> <li>- Paintings</li> </ul>	<p>W L R Q \$ Q D O \ V L Q J † D Y C O O H K U H L H R V</p> <p>artworks</p> <p>9 L V L W L Q J , Q D A O H O U H Q U L W V</p> <p>public art sites and Zimbabwe heritage sites</p> <p>&amp; U H D W L Q J D U W Z R U N V</p> <p>W K D W U H A H F W S D W U L-</p> <p>otism</p>	<p>L Q J † D Y C O O H K U H L H R V</p> <p>5 H V R X U F H S H U V R Q V</p> <p>9 L V L W L Q J , Q D A O H O U H Q U L W V</p> <p>+ H U L W D J H V L W H V</p> <p>\$ U W F R P P X Q L W L H V</p> <p>&amp; U H D W L Q J D U W Z R U N V</p> <p>W K D W U H A H F W S D W U L-</p>

**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
<b>Public art and national pride</b>	LGHQWLI corporate art in Zimbabwe H[SODLO art in relation to national pride in Zimbabwe SURGXFH WKDW UHÅ otism	SXEØEØLØO nation building - Chimurenga Narrative in Art - Peace and nation building 3DWULR DWZRUNV HFW SDWUL-	G U W \$ D O O G O \ V L Q J , Q W W Ø R U H W W 9 L V L W L C J J + D H Q Q M V D L J H H V V L W H V public art sites and Zimbabwe heritage sites & U H D W L Q J \$ D W W S R W W V R O L R V otism	Q W W Ø R U H W W V L W H V J D U G H Q L W L H V F O L S V V R O L R V

## 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	<p>L G H Q W L I \ D U W Q P R U Y R H G X F W L 2 R X Q W W L R Q L Q J, Q D W M V U Q R W H -</p> <p>ments in world art histories</p> <p>G L V F X V V W - K E Y P T A K A T U -</p> <p>characteristic styles of selected art movements</p>	<p>Art movements in world art histories</p> <p>- Egyptian art</p> <p>- Greek art</p> <p>- Renaissance art</p> <p>- Impressionism</p> <p>- Expressionism</p> <p>- Cubism</p> <p>- Abstract expressionism</p> <p>&amp; U H D W L Q W o r k s i n s p i r e d b y N V</p>	<p>ments in world art histories</p> <p>( [ S O D L O L Q J 9 W K H</p> <p>characteristics of art movements</p> <p>L G H Q W L 2 H G</p> <p>O D W F K L Q J I D P R X V</p> <p>artworks to the artists who created them</p> <p>3 U R G X F L Q J D U W -</p> <p>selected world art movements</p>	<p>- R X U Q D O V</p> <p>O R G X O H V</p>
The role of art in socio- economic development	<p>V W D W H W K H U S R U O A H D R Q G D M V R X U S L O P L Q L O O R W X O H V</p> <p>in socio-economic development</p>	<p>\$ U W D O G</p> <p>transformation</p>	<p>role of art in socio-economic development</p>	<p>, Q W H U Q H W</p> <p>- R X U Q D O V</p>

### 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	<p>F D U U \ R X W 7 B Q P D H U W L V W L F ' H 2 Q L Q J W K H J M W K D H P H G L D</p> <p>research based on the topic using the creative processes</p> <p>5 H V H D U F K U * H V O H D H U F K Y L V L W V</p>		<p>to art production</p>	
Elements and principles of design	<p>H Q J D J H L Q F U ( R O H P H Q W V R \$ S S J O M L Q J \$ H U O M P M R R A O W D O G</p> <p>disciplinary projects</p>	<p>and principles of design</p>	<p>of art and principles of design in collaborative artworks</p>	<p>materials</p> <p>' L J L W D O P H G L D</p>



**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
<p><b>Elements of art and principles of design</b></p>	<p>more complex understanding of the elements and principles of design</p> <p>effects of arranging characteristics in learners' work and in the work of others.</p> <p>Art in terms of elements and principles of design</p>	<p>sign</p> <ul style="list-style-type: none"> <li>- Balance</li> <li>- Unity</li> <li>- Contrast</li> <li>- Emphasis</li> <li>- Repetition</li> <li>- Movement</li> <li>- Rhythm</li> </ul>	<p>lyzing elements and principles of design terminology to effectively communicate ideas</p> <p>of Art in terms of elements and principles of design</p> <p>principles of designing</p>	<p>D Q G D Q D</p> <p>&amp; R P S D U L Q J Z R U N</p> <p>' H P R Q V W U D W L Q J</p>
<p><b>Appreciation of multi-cultural diversity</b></p>	<p>standing of multi-cultural diversity with regard to Art</p> <p>characteristics of sub-Saharan visual Art and the western world</p> <p>analyse the development of western Art forms and their relationship to the elements and principles of design</p> <p>cultural contexts</p>	<p>western Art</p> <p>Africa</p> <p>Art</p> <p>abstract</p>	<p>multi-cultural Art in Zimbabwe</p> <p>common characteristics of world Art</p> <p>Zimbabwe Art- Works</p> <p>forms of western Art</p> <p>according to the subject</p>	<p>W D) Q G D Q J U R I V H D U F K</p> <p>\$ U W * D O O H U L H V</p> <p>5 H V R X U F H S H U V R Q V</p> <p>( [ D P L Q L Q J 9 W K X H D O D L G V</p> <p>AM in Relation to D O</p> <p>W R S L F</p>





**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	<p>Product design</p> <p>Use appropriate tools in relation to technique</p> <p>Expression through the style</p>	<p>Sign</p> <p>Printmaking</p> <ul style="list-style-type: none"> <li>- Photography</li> <li>- Crafts</li> <li>- Sculpture</li> <li>- Special effects</li> <li>- Dye</li> </ul>	<p>Examples of design on the Art project</p> <p>Product</p> <p>W \ H D Q G</p>	<p>(Art experts)</p> <p>, Q W H U Q H W</p> <p>W K H U S W R S G K R Q H V</p> <p>&amp; R P S X W H U V</p> <p>&amp; D U W U L G J H S D S H U</p> <p>( D V H O</p> <p>+ L J K O L J K W H U V</p> <p>5 R W U L Q V H W</p> <p>' U D Z L Q J L Q N</p> <p>' U D Z L Q J E R D U G</p> <p>3 R U W I R O L R</p>
Art technology portfolio	<p>Technology portfolio</p>	<p>portfolio</p>	<p>Art technological portfolio</p>	<p>portfolio</p> <p>O H P R U \ V W L F N</p> <p>&amp; ' &amp; 9'</p> <p>&amp; D P H U D</p>

**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	<p>Terms relating to art businesses and business models</p> <p>Art business</p> <p>addition</p> <p>ness of digital technology relating to art business</p>	<p>terms such as;</p> <p>Attribution</p> <ul style="list-style-type: none"> <li>- Connoisseurship</li> <li>- Patronage</li> <li>- Curatorship</li> <li>- Evaluation</li> <li>- Marketing</li> <li>- Sales and marketing</li> <li>- Costing and value addition</li> </ul> <p>els</p>	<p>relating to art business</p> <p>functions of art business personnel</p> <p>Forms of Art businesses in Zimbabwe and related commerce</p> <p>various aspects of business related to art</p> <p>an art work</p>	<p>* D O O H U L H V</p> <p>5 H V R X U F H S H U V R Q O</p> <p>2 X W O L Q L Q J, Q V R H U H H M O G</p> <p>\$ U W F H Q W U H V</p> <p>O D J D J L Q H V</p> <p>/ D S W R S V</p> <p>( R J X Q G U R L R M M F W V</p> <p>' H V F U L E L Q J W K H</p> <p>D Y D O X H R Q</p>

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		<p>6 HFRQGDJ \ DUW</p> <p>trade</p> <p>\$ U W F D U H H U V V X F K</p> <p>as:</p> <ul style="list-style-type: none"> <li>- Graphic designer</li> <li>- Photographer</li> <li>- Architectural designer</li> <li>- Industrial designer</li> <li>- Fine artist</li> </ul>		
Aspects of Art Administration	<p>O L V W J X</p> <p>art and the law</p> <p>M X V W L I V</p> <p>ics and fair trade</p> <p>X Q K X X E X Q W</p> <p>R X W O L Q H</p> <p>gender equity in art business in the community</p> <p>H [ D P L Q H</p> <p>of art as a medium for communication</p> <p>H [ D P L Q H</p> <p>al property rights</p>	<p>L G L Q J + U W X O R U</p> <p>aspects of art</p> <p>\$ I U L F D Q H W K</p> <p>property</p> <p>Contract law</p> <p>related software</p> <p>&amp; R P P X Q L F D W L R Q G X F W L Q J W P H U Q H W</p> <p>medium</p> <p>W K H U R O H</p> <p>L Q W H O O H F W X</p>	<p>\ R D Q G &amp; F O V W D O J</p> <p>addition through utilisation and improvisation of available resources including recycling</p> <p>market research</p> <p>ments of a business plan</p> <p>research</p> <p>interaction of art and the law</p> <p>' H P R Q V W U D W L Q J</p> <p>unfair practices, piracy and intellectual theft</p> <p>' L V F X V W L Q J \$ I U L F D Q</p> <p>moral and ethical values</p> <p>5 H V H D U F K L O J R Q</p> <p>gender equity</p> <p>( [ D P L Q L Q J Y D U L R X V</p> <p>forms of communication media</p>	<p>B O C H Y Y D D O O X M E R R N O H</p> <p>from World Intellectual Property</p> <p>2 U J D Q L V D W L R Q</p> <p>\$ 5 , 3 2 6 \$ =</p> <p>5 H V R X U F H S H U V R Q V</p> <p>7 H [ W E R R N V</p> <p>9 L G H R V</p> <p>/ L V W L Q J W K H H O H</p> <p>&amp; R Q G X F W L Q J ¿ H O G</p> <p>, Q Y H V W L J D W L Q J W K H</p>

**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
<p><b>Evaluation, Appreciation and Preservation of Collections</b></p>	<p>relevance of art business in nation building and preserving cultural diversity</p> <p>etery, aesthetic value and unique selling point of an art work</p> <p>tion management</p> <p>portance of the preservation of art collections</p> <p>importance of the preservation of art collections</p>	<p>preciation and preservation of collections such as:</p> <ul style="list-style-type: none"> <li>- Artefacts</li> <li>- Sculptures</li> <li>- Paintings</li> </ul>	<p>how art contributes to national pride and identity</p> <p>aspects of value awareness using works of art</p> <p>munity surveys to establish art perceptions</p> <p>public art sites and Zimbabwe heritage sites</p>	<p>* DOOHULHV</p> <p>5HVRXUFH SHUVRQV</p> <p>, QWHUQH W</p> <p>LQJHULWDJH VLWHV</p> <p>6FXOSWXUH JDUGH</p> <p>\$UW FRPPKQLWLHV</p> <p>9LGHR FOLSV</p> <p>DUWF SRUWIROLRV</p> <p>9LVLWLQJ JDOOHULHV</p>
<p><b>Public art and national pride</b></p>	<p>corporate art</p> <p>art in relation to national pride in Zimbabwe</p> <p>otism</p>	<p>nation building</p> <p>Chirengwa narratives</p> <ul style="list-style-type: none"> <li>- Liberation war heroes</li> <li>- Zimbabwean revolution</li> <li>- Peace</li> <li>- Revolutionary arcs</li> </ul> <p>art</p>	<p>bwe's galleries, public art sites, heritage sites and national shrines</p> <p>otism</p>	<p>DUWWZRUNV</p> <p>9LVLWLQJ JDOOHULHV</p> <p>3XEOLF DUW</p> <p>+HULWDJH VLWHV</p> <p>&amp;UHDWLQJ DUWZRUNV</p> <p>WKDW UHAFW SDWUL-</p> <p>3DWULR WLVP WKURXJK</p>

## 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
- 9.2.1.5 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
<b>Paper 1: Theory</b> Multiple choice Structured essays	2 hours 30 minutes	100	20%
<b>Paper 2: Practical – Observation:</b> <b>Section A:</b> Still life study <b>Section B:</b> Life drawing <b>Section C:</b> Natural and man- made objects	6 hours per each section	100	25%
<b>Paper 3: Practical</b> <b>Section A:</b> Design on paper <b>Section B</b> Imaginative composition in colour	6 hours per each section	100	25%
<b>Paper 4: Course work</b> <b>Continuous assessment</b>	4 years	100	30%
<b>Total for paper 1,2,3 and 4</b>			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.

6 HFWLRQ \$ FRQVLVWV RI PXOWLSOH FKRLFH TXHVWLRQV ZKLFK DUH should be represented by 8 questions. Each question carries 1 mark. Total marks for this paper is 40 marks.

6 HFWLRQ % 6 HPL VWUXFWXUH G PDUNV 7 KLV SDSHU FRQVLVWV RI 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

3 UDFWLFDO 3 DSHU PDUNV 7 KLV FRPSRQH QW FRQVLVWV RI VXE 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

3 UDFWLFDO SDSHU PDUNV

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

\$ W ) RUP WKH FDQGLGDWH ZLOO VXEPLW LQ SURMHFW SRUWIROLR

Examiners are expected to assess the candidate using a checklis

### Specification Grid

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



