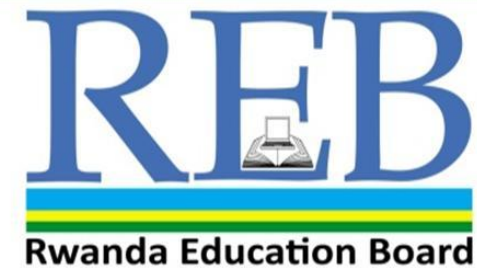


REPUBLIC OF RWANDA



MINISTRY OF EDUCATION



FINE ART AND CRAFTS SYLLABUS FOR ORDINARY LEVEL. S1-S3

Kigali, 2015

FINE ART AND CRAFTS SYLLABUS

ORDINARY LEVEL

Kigali, 2015

© 2015 Rwanda Education Board

All rights reserved

This syllabus is the property of Rwanda Education Board, Credit must be provided to the author and source of the document when the content is quoted.

FOREWARD

The Rwanda Education Board is honoured to present syllabuses which serve as both official documents and as a guide to competency-based teaching and learning. These syllabuses ensure consistency and coherence in the delivery of quality education across all levels of general education in Rwandan schools.

The Rwandan education philosophy aims to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes in order to prepare them to be well integrated into society and make full use of employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasises the importance of aligning the syllabus, teaching and learning and assessment approaches in order to ensure that the system is producing the kind of citizens the country needs. Many factors influence what children are taught, how well they learn and the competencies they acquire, particularly the relevance of the syllabus, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. The ambition to develop a knowledge-based society and the growth of regional and global competition in the jobs market has necessitated the shift to a competency-based syllabus. With the help of the teachers, whose role is central to the success of the syllabus, Students will gain appropriate skills and be able to apply what they have learned in real life situations. Hence they will make a difference not only to their own lives but also to the success of the nation.

I wish to sincerely extend my appreciation to the people who contributed to the development of this document, particularly the REB and its staff who organised the whole process from its inception.

Special appreciation goes to the development partners who supported the exercise throughout. Any comment or contribution would be welcome for improvement of this syllabus.

GASANA I. Janvier

Director General REB

ACKNOWLEDGEMENT

I wish to sincerely extend my special appreciation to the people who played a major role in the development of this syllabus. It would not have been successful without the participation of a range of education stakeholders and the financial support from different donors. For this I would like to express my deep gratitude.

My thanks firstly goes to the Rwanda Education leadership who supervised the curriculum review process and the Rwanda Education Board staff who were involved in the conception and writing of the syllabus. I wish to extend my appreciation to subject teachers from pre-primary to university level for their valuable efforts during the conception of the syllabus.

I owe gratitude to different education partners such as UNICEF, UNFPA, DFID and Access to Finance Rwanda for their financial and technical support. We also value the contribution of other education partner organizations such as CNLG, AEGIS trust, Itorero ry'Igihugu, Center for Gender Studies, Gender Monitoring Office, National Unity and Reconciliation Commission, RBS, REMA, Handicap International, Wellspring Foundation, Right To Play, MEDISAR, EDC/L3, EDC/Akazi Kanoze, Save the Children, Faith Based Organizations, WDA, MINECOFIN and Local and International consultants. Their respective initiative, co- operation and support were basically responsible for the successful production of this syllabus by Curriculum and Pedagogical Material Production Department (CPMD).

Dr. Joyce MUSABE

Head of CPMD

THE LIST OF PARTICIPANTS WHO WERE INVOLVED IN THE ELABORATION OF THIS SYLLABUS

Rwanda Education Board

1. Dr. MUSABE Joyce, Head of CPMD, as a Facilitator
2. RUTAKAMIZE Joseph, Director of Science Unit
3. NTAMABYARIRO Leopold, Fine Art Curriculum Specialist
4. NYIRANDAGIJIMANA Anathalie, Pedagogical Norms Specialist

Teachers

1. MAGEZI Gabriel, Hope Haven Rwanda, Gasabo
2. MBABAZI Peace, Ecole d'Art de Nyundo
3. KAYITANA Faustin, Ecole d'Art de Nyundo

Quality assurer

MUKANGARAMBE Judith, WDA
RUTAGAMBWA Jean Berchmans
DINESH Ramjee

TABLE OF CONTENTS

FOREWARD	4
ACKNOWLEDGEMENT	5
THE LIST OF PARTICIPANTS WHO WERE INVOLVED IN THE ELABORATION OF THIS SYLLABUS	6
1. INTRODUCTION	9
1.1. Background to curriculum review	9
1.2 Rationale of teaching and learning Fine Art and Crafts	9
1.2.1 Fine Art and Crafts and society	9
1.2.2 Fine Art and Crafts and learners.	10
1.2.3 Competences	11
2. PEDAGOGICAL APPROACH	13
2.1 Role of the learner	14
2.2. Role of the teacher	14
2.3.Special Needs Education and inclusive approach	16
3. ASSESSMENT APPROACH	16
3.1. Types of assessments	17
3.2. Record keeping	18
3.3. Item writing in summative assessment	19
3.4.Reporting to parents	20
4. RESOURCES	21
4.1. Material resources	21
4.2. Human resource	22
5. SYLLABUS UNITS	24

5.1. Presentation of the structure of the syllabus units	24
5.2. Syllabus units for senior one	26
5.3. Syllabus units for senior two	34
5.4. Syllabus units for senior three.....	42
6. REFERENCES	50
7. APPENDICES: WEEKLY TIME ALLOCATION FOR ORDINARY LEVEL (S.1-S.3).....	51

1. INTRODUCTION

1.1. Background to curriculum review

The rationale of the Fine Art and Crafts syllabus review process is to ensure that the syllabus is responsive to the needs of the learner and to shift from objective and knowledge-based learning to competency-based learning. Emphasis in the review has been put on building more on skills and competencies, as well as streamlining the coherence of the existing content by benchmarking against a number of best practice syllabuses.

The new lower secondary Fine Art and Crafts Syllabus guides the interaction between the teacher and the learner through learning processes and highlights the essential practical skills and competencies a student should acquire during and at the end of each learning unit.

1.2 Rationale of teaching and learning Fine Art and Crafts

1.2.1 Fine Art and Crafts and society

Since the earliest history of man, Art has been regarded as a fundamental area for the development of intellectual abilities, cognitive faculties, manipulative skills and creative talent. Art has also been widely viewed as a therapeutic subject that facilitates mental calm. Research also shows that it can heal simple trauma and emotions especially through the use of colour and music.

Every child is born an artist with the ability of creativity, innovation and imitation. No work of Art is either right or wrong as long as the artist has interest in practice. Fine Art and Crafts therefore are central to all subjects, forming the basis of all creativity. This is a key reason why every learner in Rwandan schools should have the opportunity to engage with Fine Arts and Crafts. This will also cater for the future employment needs of students by creating self-reliant citizens with vocational and creative skills that will enable them to join the workforce.

Fine Art and Crafts develops innovation, imitation and creativity in the Student which can facilitate a deeper learning in all other subjects. It encourages a love for beauty, nature, culture and tradition which can develop responsibility and cultural awareness in the learner.

Fine Arts and Crafts is key to the Rwandan education ambition of developing a knowledge-based society. Promoting creative skills technology is necessary for Students to be competitive both in regional and global job markets. This new curriculum will address gaps in the current Rwandan education system, which lacks appropriate skills and attitudes.

1.2.2 Fine Art and Crafts and learners.

Fine Art and Crafts is key in developing abilities such as creative-thinking and innovative reasoning, decision-making and problem-solving, research and vision-articulation, imitation, communication and expression of one's feelings.

Fine Art and Crafts help the learner to develop their muscular patterns and general body control. It also supports the development of the learner's senses, such as sight, touch-and-feel, which in the end can help them to become accurate, intelligent, orderly and neat in all walks of life.

Art also helps the learner in the interpretation and application of pictures and illustrations used in other subjects like geography, mathematics, science and ICT. Through the engagement with Fine Art and Crafts, the learner can develop love for nature and beauty and will have creative talents at their disposal for pleasure and also to help in other aspects of life. The subject is also central in the promotion of gender equality, peace-building, self-control, HIV/ AIDS awareness and unity.

Because of these reasons, teachers, parents and other stake-holders who are involved in nurturing children are encouraged to foster the learning of Fine Art and Crafts and appreciate its value.

1.2.3 Competences

A competence is defined as the ability to perform a particular task successfully, resulting from having gained an appropriate combination of knowledge, skills and attitudes.

Basic competencies are addressed in the stated broad subject competences and in objectives highlighted on a yearly basis and in each of the units of learning. The generic competencies, basic competences that must be emphasised and reflected in the learning process, are briefly described below. Teachers should ensure that learners are exposed to tasks that help them acquire the skills.

Generic competences

Critical and problem solving skills: The acquisition of such skills will help learners to think imaginatively, innovatively and broadly to evaluate and find solutions to problems.

Creativity and innovation: The acquisition of such skills will help learners to take initiatives and use imagination beyond knowledge provided in the classroom to generate new ideas and construct new concepts.

Research: This will help learners to find answers to questions basing on existing information and concepts and to explain phenomena basing on findings from gathered information.

Communication in official languages: Teachers, irrespective of being language teachers, will ensure the proper use of the language of instruction by Students. The teachers should communicate clearly and confidently and convey ideas effectively through speech and writing by applying appropriate language and relevant vocabulary.

Cooperation, inter-personal management and life skills: This will help the Student to cooperate as part of a team in whatever task is assigned, to develop ethical and moral values, and to respect the rights, feelings and views of others. It will also encourage them to think about environmental conservation and protection, advocate for personal, family and community health, hygiene and nutrition, and respond creatively to a variety of challenges encountered in life.

Lifelong learning: The acquisition of such skills will help students to update their knowledge and skills with minimum external support. The learners will be able to cope with the evolution of their knowledge in areas that are relevant to their improvement and development.

Broad Fine Art and Crafts competences

- Create various Crafts using different materials, tools and techniques to express feelings, to serve an utilitarian purpose or as decoration.
- Demonstrate certain decision-making, imitative and creative abilities in making various Artworks and Crafts.

- Show ability to interpret, imitate and give opinion on works of Art and Crafts made by different people and at different times under various circumstances.
- Care for and protect works of Art and develop and be able to express an eye for beauty.

Fine Art And Crafts and developing competences

The national policy documents based on national aspirations identify some 'basic competencies' alongside the 'generic competencies' that will develop higher order thinking skills and help learners learn subject content and promote the application of acquired knowledge and skills.

Through observations, constructions, hands-on manipulations, generalizations, and presentations of information during the learning process, the learner will not only develop deductive and inductive skills but also acquire co-operation, communication, critical-thinking and problem-solving skills. This will be realised when learners make presentations leading to inferences and conclusions at the end of the learning unit. This will be achieved through group-work activities and co-operative learning which in turn will promote interpersonal relations and teamwork.

2. PEDAGOGICAL APPROACH

Learners enjoy learning when they are actively involved in the learning process with a high degree of participation, contribution and presentation. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons. learner-centred education does not mean that the teacher is no longer responsible for learner learning.

2.1 Role of the learner

The learning activities indicated against each unit correspond with the content of the lesson and are a reflection of total engagement of the learner during the lesson. They require adequate preparation on behalf of the teacher and also require that the teacher follows up each individual learner in the learning process.

The activities and the environment are supposed to be friendly and enjoyable and learners are expected to participate according to their capabilities, needs and interests.

The lesson is tailored in such a way that learners work in groups, pairs or individually. This will help individuals to build skills through observation, discovery, imitation and exploration.

The engagement of the learner with the learning activities will facilitate them to develop understanding, skills and values.

Learners should use textbooks and other resources for adding to the knowledge gained in the classroom. Learners should strive to become thinkers, inquirers, problem solvers, and communicators, principled, open-minded, caring, risk takers, balanced in reflection.

2.2. Role of the teacher

The purpose of the curriculum review was to put the learner at the centre of the lesson by making learning activities more interesting and engaging.

The teacher therefore needs to acknowledge that the shift from the knowledge-based to the competency-based curriculum was to develop and enhance learning. The teacher is expected to play the role of a facilitator rather than director of the learning activities. This

requires that they value and monitor the level of individual student's engagement in each subject to meet expectations, needs and aspirations.

The teacher should identify the learning needs, habits, requirements, abilities and environment of each learner beforehand in order to shape the learning process.

Learners may work in the Art room, classroom or outside. The laboratory for an artist is the environment. Teachers therefore are advised to make use of the surroundings as much as possible. Learners may take nature walks to observe the environment or select for themselves what to draw or use. Alternatively, they can be allowed to observe and return to class or the Art room to work. They can work in groups, pairs or as individuals. The teacher must ensure that the learning process is interactive, cooperative and active. They should be engaged in discussion and exhibition. The learning experiences should appeal to all their senses i.e. touch, feel, taste, sight and sound.

Learners should be given the opportunity to observe works of Art made by others and also to use books. They should be encouraged to draw their own sketches and make notes where possible.

Before the learning activity, the Art teacher is advised to choose and select, or develop learning materials and necessary aids appropriate to the locality, number of students and time allocation for the lesson. Such tools and media which may be harmful to the students like scissors, glue, paints and dyes, pencils and razors must be taken care of so that the learners are guided on how to handle and keep them.

The teacher should improvise where materials and tools are limited and will also be expected to cater for the slow students or special needs cases in case remedial or extra support is necessary in order to keep pace of learning outcomes in all individual learners.

2.3.Special Needs Education and inclusive approach

All Rwandans have the right to access education regardless of their different needs. This means that all citizens should benefit from the same package of educational programs. There are learners with totally different levels of learning. These differences can be emotional, physical or sensory.

These learners have the right to benefit from the free and compulsory basic education in nearby mainstream schools. Therefore, it is the schools' duty to enrol them and set strategies to provide relevant education to them. The teacher is required to consider each student's needs during the teaching and learning process. Assessment strategies and conditions should also be standardised to the needs of these learners. Guidance details for each category of learners with special educational needs is provided in the guidance for teachers.

3. ASSESSMENT APPROACH

Assessment evaluates the teaching and learning process through collecting and interpreting evidence of an individual learner's learning progress and makes a judgment about the learner's achievements measured against defined standards. Assessment is an integral part of the teaching/learning process. In the new competence-based curriculum, assessment must also be competence-based; whereby a learner is given a complex situation related to his/her everyday life and asked to try to overcome the situation by applying what he/she has learned.

Assessment will be organised at the following levels: school-based assessment, district examinations, national assessment (LARS) and national examinations.

3.1. Types of assessments

3.1.1. Formative and continuous assessment (Assessment for learning)

Formative assessment helps to check the efficiency of the process of learning. It is done within the teaching/learning process. Continuous assessment involves formal and informal methods used by teachers to check whether learning is taking place. When a teacher is planning his/her lesson, he/she should establish the criteria for performance and behavioral changes at the beginning of a unit. Then at the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competencies based on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competencies described in the syllabus and from this, the teacher will gain a picture of the all-round progress of the learner. The teacher will use one or a combination of the following: (a) observation (b) pen and paper (c) oral questioning.

3.1.2. Summative assessment (assessment of learning)

When assessment is used to record a judgment of the competence or the performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved. The results of summative assessments are also used to rank all grade of learners, for deciding on progression, for selection into the next level of education and for certification. .This assessment should have an integrative aspect whereby a learner must be able to show mastery of all competencies.

School-based assessment average grade will contribute a certain percentage as teachers gain more experience and confidence in assessment techniques and in the third year of the implementation of the new curriculum it will contribute 10% of the final grade, but will be progressively increased. Districts will be supported to continue their initiative to organise a common test per class for all the schools to evaluate the performance and the achievement level of learners in individual schools. External summative assessment will be done at the end of Form 3. At the end of this level, there is competition among learners of the same class or schools of the same level. At this level the teacher may even identify the best achievers or even encourage and organise Art and Crafts competitions.

3.2. Record keeping

This is gathering facts and evidence from assessment instruments and using them to judge the learner's performance by assigning an indicator against the set criteria or standard. Assessment procedures generate data in the form of scores which will be carefully recorded and stored in a portfolio. These scores will contribute to remedial actions and alternative instructional strategies. They will also be used to provide feedback to the learner and their parents to check learning progress and to provide advice, as well as be used in the final assessment of the students.

This portfolio is a folder (or binder or even a digital collection) containing the learner's work as well as the learner's evaluation of the strengths and weaknesses of their work. Portfolios reflect not only the work produced (such as papers and assignments), but also provide a record of the activities undertaken over time as part of learning. The portfolio output (formative assessment) will be considered only as enough for three years of Advanced level. It will also serve as a verification tool for each student that he/she attended the whole learning activity before he/she undergoes the summative assessment for the subject. The results from the portfolio will contribute 50% of the summative assessment for each year.

3.3. Item writing in summative assessment

Before writing a question paper, a plan or specification of what is to be tested or examined must be developed that shows the units or topics to be tested, the number of questions in each level of Bloom's taxonomy and the marks allocation for each question. In a competency-based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from the knowledge and comprehension level.

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competency-based assessment by doing the following:

- Identify topic areas to be tested on from the subject syllabus.
- Outline the subject-matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.
- Ensure that the verbs used in the formulation of questions do not require memorization or recall answers only but test for broad competencies as stated in the syllabus.

How to appreciate art works?

- The teacher is expected to help the learner to identify their strengths and weaknesses.
- Appreciation of learners' works according to their level: the teacher needs to understand that the learner's Artworks are made according to the ability and imagination of the learner. As the learner develops perfection, they move from using strokes to scribbles, from scribbles to abstracts, from abstracts to pictures and from pictures to murals etc. The true image keeps evolving until it is done according the learner's intention. The teacher in this new syllabus is called to acknowledge that practice breeds perfection, and motivation is the drive to practice.

- The teacher is expected to appreciate every step that the learner takes and help him/her to discover the centre of interests. The assessment on the centre of interest should involve the layout and plan of the drawings, tonal variations, textural patterns, compositions, function or purpose and personal quality development of the learner.

Structure and format of the examination

There will be one paper in the Fine Art and Crafts subject at ordinary level. This paper is practical. Time will depend on the paper's items. In practical skills, the paper consists to create picture from different topic areas of the syllabus.

3.4.Reporting to parents

The wider range of learning in the new curriculum means that it is necessary to think again about how to share a learners' progress with their parents. A single mark is not sufficient to convey the different expectations of learning that are outlined in the learning objectives. The most helpful reporting is to share what learner s are doing well and where they need to improve.

A simple scale of meeting expectations very well, meeting expectations, and not meeting expectations for each of knowledge/understanding, subject skills and competencies in a subject will convey more than a single mark. For school-based assessments these scores do not need to be added up.

4. RESOURCES

4.1. Material resources

Learning Fine Art and Crafts requires that the learner is fully engaged in the activity. This therefore requires the availability of the necessary possible tools (supports), materials (grounds), articles / specimens (aids) and media. Teachers and learners are advised to improvise in the absence of enough materials and tools.

- Colour-wheel
- A2 colour laminated posters of: Artifacts and Artworks
- A2 colour laminated art posters of: graphic design, print making, sculpture and ceramics, collage, puppetry, embroidery and history of Art
- Set of real animals models
- Dummy of a man and woman
- Art kits containing: brush, watercolour, ordinary paints, graphite, pencils, brush, paper, ink, palette
- Geometrical set
- Stencils (letters & forms)
- Books of Art and Crafts
- Easels
- Fixative
- Canvas (e.g. to demonstrate to learner)
- Films /videos of Art galleries (e.g. Louvre, Tate Britain, Hermitage, MBT New York, Rwandan gallery)

- Graphic design software (Ms Paint, Adobe Photoshop, Illustrator, Premiere, Picture manager, publisher etc)
- Materials: drawing books, tracing paper (transparent paper), paper boxes, cloth, carbon paper, construction paper, wood slides.
- Tools: coloured pencils, erasers, crayons, pastels, cans, clips, pins, drawing squares, rulers, needles, hooks, rings, scissors, drawing boards
- Media: paints (including powder, finger, watercolour, acrylics), inks, glue, raffia paper, clay, play dough, plasticine, scrap and cut-offs, water).

4.2. Human resource

The effective implementation of this curriculum requires a joint collaboration of educators at all levels. Given the material requirements, teachers are expected to accomplish their role as stated above. School head teachers and directors of studies are required to follow-up and assess the teaching and learning of this subject according to their profiles in the schools. These combined efforts will help ensure bright future careers and lives for learners as well as the contemporary development of the country.

All personnel in the school should be supportive of creative activities. Where Art rooms are available, there is a need for a regular Art lab attendant, who may also do the work of a curator. Works of Art of different levels and in different areas should be displayed for the learners to view or observe. For this competence-based syllabus to be fully effective there is need for high-level collaboration among all the teachers.

Skills required for the teacher of Fine Art and Crafts

For this syllabus to be effective, the teacher should have adequate skills and abilities to be able to engage the learner. The teacher is expected to be a guide and motivator, passionate, able to adjust, creative, knowledgeable, innovative, friendly, participatory, and cooperative and expected to have love for the subject.

The teacher should particularly:

- Engage learners with a variety of learning activities
- Use multiple teaching and assessment methods
- Adjust instructions to the level of the learners
- Be creative and innovative.
- Relate the subject to other subjects
- Have high-level of knowledge of the content of the syllabus
- Have effective discipline skills
- Have good classroom management skills
- Be good a communicator.
- Be a guide and counsellor to the learners.
- Have passion for children, teaching and learning

5. SYLLABUS UNITS

5.1. Presentation of the structure of the syllabus units

The Fine Art and Crafts subject syllabus is taught and learned in lower secondary education as an elective subject, in S1, S2 and S3 respectively. At every grade, the syllabus is structured in Topic Areas, Sub-topic Areas where applicable and then further broken down into Units to promote uniformity, effectiveness and efficiency of teaching and learning Fine Art and Crafts. The units have the following elements:

1. The unit is aligned with the number of lessons.
2. Each unit has a key unit competence whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and the learner.
3. Each key unit competency is broken into three types of Learning Objectives as follows:
 - a. *Type I*: Learning Objectives relating to Knowledge and Understanding (*Type I*: Learning Objectives are also known as Lower Order Thinking Skills or LOTS)
 - b. *Type II and Type III*: These Learning Objectives relate to acquisition of skills, attitudes and values (*Type II and Type III* Learning Objectives are also known as Higher Order Thinking Skills or HOTS). These Learning Objectives are the ones considered to be targeted by the present reviewed curriculum.
4. Each unit has content which indicates the scope of coverage of what a teacher should teach and learner should learn in line with stated learning objectives
5. Each unit suggests Learning Activities that are expected to engage learners in an interactive learning process as much as possible, in a learner-centred and participatory approach.

6. Finally, each unit is linked to other subjects, its assessment criteria and the materials (or resources) that are expected to be used in the teaching and learning process.

At this level, the subject is divided into two sections: Visual Arts and Crafts. The syllabus is arranged in such a way that learners first master the aspects of visual Arts which are vital in making all craft works. Drawing and the use of colour are treated as cross-cutting since they influence all other aspects of Art and Crafts.

The Visual Arts section in the lower secondary syllabus is composed of the sub-topics of Drawing/Painting, Print-Making, and Graphic Design.

The Crafts section is composed of the sub-topics of Sculpture/Ceramics/Masking, Weaving, and Textile Decoration.

However in lower secondary, a section of History of Art and Art Appreciation has been added to introduce the learner to the basic historical and traditional Art trends, personalities, major Art sites, eras and prominent Artefacts in Rwanda, Africa and the rest of the world. As for units, there are 7 in S1, 7 in S2 and 7 in S3.

In this syllabus, each sub-topic has one unit. The number of lessons in every unit is also indicated against the unit. The teacher is expected to know beforehand that some Art and Crafts lessons can be repeated because learners may work in different stages i.e. observation, going for a nature-walk, sketching and then drawing/painting and also the fact that practice makes one perfect. It is therefore vital that every user of this syllabus understands all of its parts.

5.2. Syllabus units for senior one

5.2.1. Key competencies at the end of senior one

After completion of S.1, the Fine Art and Crafts syllabus will help the learner to:

- Appreciate the value of the natural environment in contributing to the learning and making of various Art works and Crafts.
- Explore the elements and principles of Art and Crafts i.e. shape, size, proportion, colour, perspective and balance etc.
- Create different Artworks and Crafts using various materials, tools and techniques.
- Exhibit and give opinion on different self-made works of Art and Crafts and those made by others.
- Identify the various historical works, personalities and Art sites of the world and be able to appreciate the characteristics, trends and styles.

5.2.2. Fine Art units for Secondary One

TOPIC AREA: VISUAL ARTS			SUB TOPIC: DRAWING AND PAINTING	
S.1:FINE ART AND CRAFTS		Unit1: Still life and nature.		No. of periods: 8
Key Unit Competency: To be able to draw pictures of Still life and Nature using prior knowledge and experimenting with colour application.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Define the elements and principles of drawing and colour application. - Identify the process of making a drawing or a painting. - Describe the different ways of handling various materials and tools. 	<ul style="list-style-type: none"> - Drawing compositions from observation and/or imagination through use of different materials and tools. - Drawing using different methods and colour. - Mix various colours and observe the colour changes. 	<ul style="list-style-type: none"> - Appreciate the beauty of one's surroundings and express desire to protect it. - Respect and protect the different materials, tools and Art works. - Respect opinions of others without regard to age, gender and other inclinations. 	<ul style="list-style-type: none"> - Aspects of drawing i.e. tonal variations and textural patterns. - The principles of perspective i.e. distances, colour, size and vanishing points. - Different types of colouring materials and tools i.e. dry medium & wet medium. - Landscapes of scenes from the surrounding. - Human figures drawn from observation and or imagination. 	<ul style="list-style-type: none"> - In groups, pairs or individually, participate in drawing and painting activities and sharing ideas, materials and tools. - Taking Nature-walks outside the Art room observing the surroundings and select items for the activity. - Asking and answering questions during activity. - Displaying and observing, and appreciate one's own works and those done by others.
Links to other subjects: <i>Comparison of shapes in mathematics, science and geography, understanding the behaviour of colour in biology (food tests) and physics (the spectrum).</i>				
Assessment criteria: <i>Learners are able to make drawings using various elements and principles (distances, colour, size and vanishing points.) And also experiment with colour application.</i>				
Materials: <i>Drawing and painting tools and materials.</i>				

TOPIC AREA: VISUAL ARTS			SUB TOPIC: PRINT-MAKING	
S.1: FINE ART AND CRAFTS	Unit 2: Motifs, pattern and design process.		No. of periods : 3	
Key Unit Competency: To be able to make various motif patterns inspired by the environment and apply them on to surfaces using different techniques and colour.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the various techniques of making different motifs. - Explain the techniques in applying various patterns and colour on surfaces. - Identify how to use and care for different materials and tools. 	<ul style="list-style-type: none"> - Create different motifs by manipulating different materials and tools. - Use different methods and techniques to print different design patterns i.e. impression, stencilling and stamping. 	<ul style="list-style-type: none"> - Appreciate the beauty of their surroundings. - Respect and care for the different materials and tools. - Value the opinion of others without regard to age, gender in shaping their own ideas. 	<ul style="list-style-type: none"> - Making different motif patterns and designs inspired from one's surroundings. - Designing on surfaces in colour using different impression techniques and materials from the surrounding areas. 	<ul style="list-style-type: none"> - In groups, pairs or individually, sketching and designing different shapes and motifs while sharing ideas, materials and tools. - Asking and responding to questions in the sketching, designing and impression activities. - Display Artworks and observe and make appreciate own works and those done by others, offering opinions.
Links to other subjects: <i>Comparison of shapes in mathematics and understanding the behaviour of colour in science.</i>				
Assessment criteria: <i>Learners are able to make various motif patterns inspired from the environment and apply them to surfaces using colour and various design patterns.</i>				
Materials: <i>Drawing, measuring and cutting tools and colour application tools and materials.</i>				

TOPIC AREA: VISUAL ARTS		SUB-TOPIC: GRAPHIC DESIGN		
S.1: FINE ART AND CRAFTS		Unit 3: Letter styles, Illustration and design process.		No. of periods : 3
Key Unit Competency: To be able to design graphic works using various calligraphic styles, illustrations and colour.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the basic elements of graphic Art i.e. colour, shape and layout. - Explain the process of making different posters and calligraphic texts. 	<ul style="list-style-type: none"> - Create various calligraphic texts and posters by manipulating different materials and graphic tools and/or software. - Design an advertising poster using different methods in colour and letter patterns. - Experiment with different methods and techniques used by others. 	<ul style="list-style-type: none"> - Appreciate the value of communication. - Respect and protect the different aspects of the environment. - Value the opinion of others without regard to gender and other inclinations in shaping own ideas 	<ul style="list-style-type: none"> - Aspects/elements of design i.e. colour, layout /plan and illustration. - Revision different letter styles and patterns made with various tools and software applications i.e. San Serifs, Gothic, italics, block etc. 	<ul style="list-style-type: none"> - Individually or in pairs participate in drawing sketches and designing activities (e.g. layout, measurement and placement). - In pairs make an advertising poster (for mobiles, computers, schools, conferences or workshops) using different methods in colour and letter patterns - Sharing ideas, materials and tools in activities. - In groups, pairs or individually make appreciation of the advertising posters, and give opinions.
Links to other subjects: <i>Clarity and neatness in geometry, sketching and graphic representations in biology and graphic communication in ICT.</i>				
Assessment criteria: <i>Learners are able to correctly create various calligraphic styles, illustrations and colour in making graphic artworks.</i>				
Materials and tools: <i>Drawing, measuring and designing tools, graphic software and materials.</i>				

TOPIC AREA: CRAFTS		SUB-TOPIC: SCULPTURE, CERAMICS AND \MASKING	
S.1: FINE ART AND CRAFTS		Unit 4: Methods of modelling clay figures and forms.	No. of periods : 6
Key Unit Competency: To be able to build clay figures and forms and apply various marks on the surfaces using various techniques.			
Learning Objectives			Content
Knowledge and understanding	Skills	Attitudes and values	
<ul style="list-style-type: none"> - Identify different ways of preparing clay and paper. - Explain the different processes of making figures and forms. - Identify the different methods of putting marks on clay bodies i.e. incision and impression. 	<ul style="list-style-type: none"> - Create clay figures and wares using different materials and tools. - Create different moulds and reliefs using various techniques i.e. slabs, coils and build-on. - Make different textural and decorative impressions on the surfaces of clay and figures. 	<ul style="list-style-type: none"> - Appreciate the value of the natural phenomena. - Value the opinion of others regardless of gender and other inclinations. 	<ul style="list-style-type: none"> - Various ways of moulding different clay figures i.e. coils and slabs etc. - Revision on techniques of decorating clay surfaces (incision, impression, marking,) and introduce glazing and varnishing. - Methods of building masks i.e. coils, pinch and build-on. - Materials, tools and articles in mask decoration and creation of emotion i.e. paints strings and seeds.
<ul style="list-style-type: none"> - In group, pairs and individually, processing and preparing clay i.e. sorting, sieving, kneading and rolling. - Participating in preparing and modelling activities. Learners can use clay, paper Mache, and cardboard to construct a mask. - Learners work on decorating their masks to show emotion using paint strings and seeds. - Sharing ideas, materials and tools in activities. - Asking and responding to questions from others. - Exhibition of masks so that learners can make appreciation on each other's masks. 			
Links to other subjects: <i>Practical biology i.e. manipulation of tools (dissection), geography and agriculture i.e. clay constituents.</i>			
Assessment criteria: <i>Learners are able to build clay figures, form, masks and reliefs and apply various decorative patterns on the surfaces of various objects using different techniques (incision, impression, marking, glazing and painting) techniques.</i>			
Materials and tools: <i>Modelling tools and materials and paper Mache.</i>			

TOPIC AREA: CRAFTS		SUB TOPIC: Weaving		
S.1: FINE ART AND CRAFTS		Unit 5: Weaving using basic local materials		No. of periods: 4
Key Unit Competency: To be able to create various forms of craftworks through manipulating different raffia.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the various materials, tools and articles used in weaving. - Describe the different techniques of weaving using a variety of raffia. 	<ul style="list-style-type: none"> - Research different techniques in assembling raffia. - Create different surface decorations by manipulating various materials and tools. 	<ul style="list-style-type: none"> - Appreciate the value of beauty in society. - Care for the different aspects of the environment. - Appreciate the opinion of others without regard to gender, age and other inclinations. 	<ul style="list-style-type: none"> - Different materials, tools and articles in raffia work. - Techniques in patterning various raffia i.e. warps and wefts. - Various design patterns in decorating different weavings 	<ul style="list-style-type: none"> - In groups, pairs and individually students make different warps and wefts through assembling various materials. - Sharing ideas, materials and tools. - Asking and responding to different questions in activities. - Exhibition of craftworks and giving opinions.
Links to other subjects: <i>Geography and biology (manipulation of tools i.e. scissors, rulers, strings razors).</i>				
Assessment criteria: <i>Learners are able to correctly manipulate various forms of raffia and make different crafts using various patterning techniques like warps and wefts.</i>				
Materials and tools: <i>Weaving tools and materials.</i>				

TOPIC AREA: CRAFTS			SUB TOPIC: TEXTILE DECORATION	
S.1: FINE ART AND CRAFTS		Unit 6: Motifs and pattern in embroidery, batik and tie-dye.		No. of periods: 6
Key Unit Competency: To be able to create different patterns on textiles by manipulating various materials and tools.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the tools and materials used to make different patterns on textiles. - Explain the techniques and process of fabric decoration. 	<ul style="list-style-type: none"> - Research on different patterns on textiles using various techniques i.e. folding, stencilling and spraying - Create different motif patterns on textile using different tools. 	<ul style="list-style-type: none"> - Appreciate the value of decoration in society (culture and tradition). - Care for the environment. - Appreciate the opinion of others without regard to gender. 	<ul style="list-style-type: none"> - Different materials and tools for batik and tie-dye. - Methods for making different motif patterns of embroidery on fabrics. - Creating various designs in batik using different techniques i.e. wax, resist & brush and spray. - Techniques of making patterns of design in colour on textiles using tie-dye techniques i.e. spraying, dipping and knotting. 	<ul style="list-style-type: none"> - In group, pairs and individually drawing and sketching various images; developing various motifs and layouts. - In pairs students creating different textiles works (cold batik and tie-dye) using various materials and methods. - In pairs decorate the textile works using the techniques of spraying, dipping and knotting. - Sharing ideas, materials and tools; asking and responding to questions. - Carrying out group and individual exhibitions and displays of Artworks and observe, and learn to appreciate own works and those done by others.
Links to other subjects: <i>Manipulation of tools in practical biology i.e. dissection.</i>				
Assessment criteria: <i>Learners are able to create different textile patterns and apply them on textiles by using various materials, techniques and tools.</i>				
Materials and tools: <i>Colouring equipment, cutting kits, dyes and inks, wax, cloth</i>				

TOPIC AREA: FINE ARTS		SUB TOPIC: HISTORY OF ART		
S.1: FINE ART AND CRAFTS		Unit 7: The development of art through ages in the world.		No. of periods: 6
Key Unit Competency: To be able to identify the development of Art through the ages and carryout an appreciation of techniques and works of renowned Artists.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the characteristics of Art from different regions through different times i.e. Africa and Europe. - Identify the works of renowned historical artists of the world 	<ul style="list-style-type: none"> - Analyse and make pictures imitating the skills of some renowned artists. - Create works by tracing out some shapes and forms from works of great Artists. - Create replicas i.e. post cards and forms inspired from the pictures of great Artists. 	<ul style="list-style-type: none"> - Appreciate the value of culture and tradition. - Appreciate the ideas presented by others. - Appreciate the great works of Art. 	<ul style="list-style-type: none"> - Introduction to ancient and modern art. -World renowned artists like Michelangelo, Leonardo Da Vinci, Van Gogh, Rembrandt, Raphael, Picasso and O’Keeffe. -World renowned Art sites i.e. Altamira, Lascaux and Olduvai gorge. 	<ul style="list-style-type: none"> - In groups discuss the various trends of the development of Art. - In groups examine the various characteristics of Art at different times i.e. tools, materials, themes, seasons and techniques. - Tracing out some works or parts of the work of Art from different Artists. - Discussion on the different circumstances under which different Art was made.
Links to other subjects: <i>Fashion in cultural studies, design, colour and belief in history and religion.</i>				
Assessment criteria: <i>Learners are able to accurately identify the different trends in the development of art through different periods and appreciate style, tools and materials used on Artworks of some world’s great artists.</i>				
Materials and tools: <i>Drawing tools, replicas of artefacts and other museum/archive resources.</i>				

5.3. Syllabus units for senior two

5.3.1. Key competences at the end of secondary two

After completion of senior two, the Fine Art and Crafts syllabus will help learners to:

- Appreciate the value of the natural environment in contributing to the learning and making of various Art works and Crafts.
- Experiment with the elements and principles i.e. shape, size, colour, perspective, balance in making works of Art and Crafts.
- Create different Artworks and Crafts using various materials, tools, articles and techniques.
- Be able to exhibit and give opinion on different works of Art and Crafts made by him/her and those made by others.
- Identify the various great works, personalities and Art regions of the world and be able to appreciate the characteristics, trends and styles.

5.3.2. Fine Art and crafts units for senior two

TOPIC AREA: VISUAL ARTS			SUB-TOPIC: DRAWING AND PAINTING	
S.2: FINE ART AND CRAFTS			Unit 1: Still life and nature	No. of periods 8
Key Unit Competency: To be able to make drawings of Still life and Nature applying various elements and colour and principles by exploring with different tools, materials and colour.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the elements and principles of drawing and colour application. - Explain the process of making a drawing and applying colour. - Describe the different ways of handling various materials and tools. 	<ul style="list-style-type: none"> - Draw and create pictures and compositions from observation and/or imagination through the manipulation of different materials and tools. - Use various techniques of drawing and apply colour i.e. etching, monochrome and abstract. 	<ul style="list-style-type: none"> - Appreciate nature and express a desire to protect it. - Value the opinions of others in groups without regard to gender, age and other inclinations. 	<ul style="list-style-type: none"> - Different elements of drawing i.e. tone and proportion. - Textural patterns i.e. cross-hatching, linear and hatched methods. - Different types of colour application i.e. dry medium & wet medium. - Landscapes of scenes from the surroundings. - Human figures drawn from observation and or imagination. 	<ul style="list-style-type: none"> - Learners participate in drawing and painting activities in groups, pairs or individually. - Taking nature walks outside the Art room to observe the surroundings to select items/themes for drawing/painting activities or observing and taking notes. - Learners then share ideas, materials and tools from their activities. - Asking and answering questions during activity. - Display of Artworks and giving opinions.
Links to other subjects: <i>Drawing of structures of organisms in biology and maps in geography.</i>				
Assessment criteria: <i>To be able to make drawings of still life and nature using various elements, colours and principles by exploring with different tools, materials and colours.</i>				
Materials: <i>Drawing and colouring tools, magazines, etching tools.</i>				

TOPIC AREA: VISUAL ARTS		TOPIC: PRINT-MAKING		
S.2: FINE ART AND CRAFTS		Unit 2: Motifs, pattern and design process.		No. of periods : 3
Key Unit Competency: To be able create various designs from different motif patterns and apply them on surfaces using various colours, materials, tools and techniques.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the various techniques of making different motifs. - Explain various techniques in applying different motif patterns on surfaces 	<ul style="list-style-type: none"> - Research the different techniques of printing various motifs on surfaces. - Create various motifs by manipulating different materials and tools. - Make various motif patterns on surfaces using different techniques. 	<ul style="list-style-type: none"> - Interpret and appreciate the beauty of the surroundings. - Respect and care for the different materials and tools. - Value the opinion of others without regard to age and gender in shaping their own ideas. 	<ul style="list-style-type: none"> - Making different motifs from inspirational sources and learning the stages of development. - Applying motifs and patterns on surfaces in colours using different techniques i.e. impression, stamping and stencilling. 	<ul style="list-style-type: none"> - In groups, pairs and individually sketching and drawing different shapes. - In pairs, individually or as a group developing motifs and patterns to use for different themes and surfaces. - Applying motifs and patterns on different surfaces. - Display of Artworks and giving opinions.
Links to other subjects: <i>Mixing colours in fashion, handling chemicals in biology and chemistry.</i>				
Assessment criteria: <i>Learners are able to make various motif patterns and apply them to surfaces using various tools, materials and techniques such as impression, stamping and stencilling to produce an invitation.</i>				
Materials: <i>Drawing and cutting tools, colouring and colour application tools/materials i.e. palettes, brushes and cans.</i>				

TOPIC AREA: VISUAL ARTS		SUB-TOPIC: GRAPHIC DESIGN		
S.2: FINE ART AND CRAFTS		Unit 3: Letter styles, illustration and design technology		No. of periods : 3
Key Unit Competency: To be able to design calligraphic texts and graphic images using various techniques.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the basic elements of graphic Art i.e. colour, shape and layout. - Explain the process of making different posters and calligraphic texts. 	<ul style="list-style-type: none"> - Research the different methods and letter pattern (typefaces) for poster designs. - Create various calligraphic texts and posters by using different materials and graphic tools and/or software. - Experiment with different methods and techniques used by others. 	<ul style="list-style-type: none"> - Appreciate the value of communication. - Respect and protect the different aspects of the environment. - Value the opinion of others without regard to gender and other inclinations in shaping own ideas. 	<ul style="list-style-type: none"> - Aspects and elements of design i.e. colour, layout /plan and illustrations. - Different letter styles and patterns made with various tools and software applications to create a magazine and book cover. 	<ul style="list-style-type: none"> - In groups, pairs or individually participating in drawing, sketching and designing activities (e.g. layout, measurement and placement) to create a cover for a popular magazine. (e.g. sports, beauty, health, cultural and music) - Sharing ideas, materials and tools. - Display of the Art works and giving opinions
Links to other subjects: <i>Typography, Word Art and Print Artist in ICT</i>				
Assessment criteria: <i>Learners are able to correctly make graphic works like magazine covers and texts using various graphic and calligraphic techniques.</i>				
Materials and tools: <i>Drawing and calligraphic tools, illustration materials i.e. magazines, cutting and application tools and graphic software.</i>				

TOPIC AREA: CRAFTS		SUB-TOPIC: SCULPTURE, CERAMICS AND MASKING		
S.2: FINE ART AND CRAFTS		Unit 4: Methods of modelling clay figures and forms.		No. of periods : 6
Key Unit Competency: To be able to model clay figures and forms and apply various decorations on surfaces using various materials and tools.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Describe different ways of preparing clay and handling paper. - State the different techniques and processes of making figures and forms. - Describe the different methods of putting decorations on clay bodies i.e. incision and impression. 	<ul style="list-style-type: none"> - Model clay figures and wares using different materials and tools. - Make different moulds using various techniques i.e. slab, coils and pinch. - Create different textural decorative impressions on the surfaces of clay figures and wares. 	<ul style="list-style-type: none"> - Appreciate the value of the natural phenomena. - Respect and protect the different aspects of the environment. - Value the opinion of others regardless of gender, and other inclinations. 	<ul style="list-style-type: none"> - Various ways of moulding different clay figures (preparing clay i.e. kneading and pressing and coils and slabs etc.). - Techniques of decorating clay surfaces i.e. incision, impression, marking, glazing and varnishing. - Methods of making masks. - Decorating masks using various techniques i.e. dressing, painting and vanishing etc. 	<ul style="list-style-type: none"> - In groups, pairs or individually participating in preparing clay and modelling activities. - Sharing ideas, materials and tools in activities. - Students in pairs design and make a mask or figure/s for a festive occasion, - Asking and responding to questions from others in activities - Exhibition of Artworks and giving opinions and appreciation of the Artworks.
Links to other subjects: <i>Practical biology i.e. manipulation of tools in (dissection), geography and agriculture i.e. clay constituents.</i>				
Assessment criteria: <i>Learners are able to accurately manipulate different tools and materials to build clay figures, forms and masks and apply various decoration patterns on the surfaces of various objects.</i>				
Materials and tools: <i>Clay handling equipment i.e. cans and hoes, carving tools ,and paper Mache</i>				

TOPIC AREA: CRAFTS			SUB TOPIC: WEAVING	
S.2: FINE ART AND CRAFTS			Unit 5: Weaving using basic local materials	No. of periods: 4
Key Unit Competency: To be able to create various forms of craftworks by manipulating different tools and raffia.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the various materials, tools and articles used in weaving. - Describe the different techniques of weaving using a variety of raffia. 	<ul style="list-style-type: none"> - Apply different techniques in assembling warp and weft using raffia. - Use different materials and tools to decorate the surfaces. 	<ul style="list-style-type: none"> - Appreciate the value and beauty in society and traditional settings. - Care for the different aspects of the environment. - Appreciate the opinions of others without regard to gender, age and other inclinations. 	<ul style="list-style-type: none"> - Different materials, tools and articles in assembling raffia work. - Weaving techniques i.e. plain twill, satin weaves and twinning weaves etc. in assembling various warps and wefts using different types of raffia. - Various design patterns in decorating different weavings i.e. source of inspiration, development, colour mixes and integration. 	<ul style="list-style-type: none"> - In groups, pairs or individually using different warps and wefts and assembling various materials to create weaved Artworks (table mat or welcome sign) - Sharing ideas, materials and tools. - Asking and responding to different questions in activities. - Exhibition of Craftworks from activities and giving opinions.
Links to other subjects: <i>Geography and biology (manipulation of tools i.e. scissors, rulers, strings razors).</i>				
Assessment criteria: <i>Learners are able to correctly use various tools and different forms of raffia weaving techniques (plain twill, twill weaves, Ghiorde's knot and twinning weaves) to make different weave works.</i>				
Materials and tools: <i>Cutting tools, and artificial and natural raffia.</i>				

TOPIC AREA: CRAFTS		SUB TOPIC: TEXTILE DECORATION		
S.2 : FINE ART AND CRAFTS		Unit 6: Motifs, pattern in embroidery, batik, tie-dye and design technology.		No. of periods: 6
Key Unit Competency: To be able to create different patterns on textiles by manipulating various materials and tools.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Describe the tools and materials for making different patterns on textiles. - Identify the techniques and process of fabric decoration. 	<ul style="list-style-type: none"> - Create different motifs and patterns using different tools. - Make different patterns on textiles using various techniques i.e. folding, stencilling and spraying. - Creating various batik designs using different techniques i.e. wax, resist &pray. 	<ul style="list-style-type: none"> - Appreciate the value of cultural and traditional designs that are used in decorations - Care for and protect the environment. - Appreciate the opinion of others without regard to gender and other inclinations. 	<ul style="list-style-type: none"> - Making different motifs and patterns. - Various batik designs using different techniques i.e. wax, resist &pray. - Making patterns of design on textiles using tie-dye techniques i.e. stitch, folding and knotting. 	<ul style="list-style-type: none"> - In groups, pairs or individually, making different textile designs using various materials and techniques. - Learners will do various activities covering the different techniques. - Learners should focus on creating a scarf, hat, t-shirt, or hankies - Sharing ideas, materials and tools in activities. - Asking and responding to questions in activities. - Displaying and giving an appreciation of own works and those done by others.
Links to other subjects: <i>Manipulation of tools in practical biology i.e. dissection and mixing colour, and chemicals in acids, salts and bases in chemistry.</i>				
Assessment criteria: <i>Learners are able to create different designs and patterns and apply them on textiles by manipulating various materials, tools and techniques like wax, resist and spray, stitching, folding and knotting..</i>				
Materials and tools: <i>Colouring equipment, cutting kits and handling equipment i.e. palettes and cans and cloth.</i>				

TOPIC AREA: FINE ARTS		SUB TOPIC: HISTORY OF ART		
S.2: FINE ART AND CRAFTS		Unit 7: The development of Art through different eras in the world.		No. of periods: 6
Key Unit Competency: To be able to identify the key points in the evolution of Art through ages and carryout an appreciation of techniques and works of renowned Artists				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the characteristics of Art from different regions through different times i.e. Africa and Europe. - Describe the works of renowned historical Artists of the world. 	<ul style="list-style-type: none"> - Observe some works of art of renowned Artists. - Examine great characteristics of Artworks from different regions, eras and personalities. - Create works by tracing out some shapes and forms from works of renowned Artists. 	<ul style="list-style-type: none"> - Appreciate the value of culture and tradition. - Appreciate the ideas presented by others. - Appreciate the great African works of Art as well as those from around the world. 	<ul style="list-style-type: none"> - Modern and abstract Art (Renaissance to present day). - World renowned Artists i.e. Michelangelo, Leonardo Da Vinci, Van Gogh, Rembrandt, Raphael, Picasso and O'Keeffe. - Great Artworks in the world i.e. Mona Lisa, the Sistine Chapel, The Fertility Goddess and the Kangaroo Hunt. - Major Art sites in the world i.e. Altamira, Lascaux and Olduvai gorge. 	<ul style="list-style-type: none"> - In a group discuss the various trends in the development of Art. - In pairs/groups Learners work on the various characteristics of Art at different times i.e. tools, materials, themes, seasons and techniques. - In groups, pairs or individually, tracing out some works of Art from different renowned Artists.
Links to other subjects: <i>Fashion in cultural studies, design, colour and belief in history and religion.</i>				
Assessment criteria: <i>Learners are able to correctly identify key aspects during the evolution and of art through the ages and carryout an appreciation of style, tools, materials and artworks of the world's great Artists.</i>				
Materials and tools: <i>Drawing tools, replicas of works of Art and other museum/archive resources.</i>				

5.4. Syllabus units for senior three

5.4.1. Key competencies at the end of senior three

After completion of senior three, the Fine Art and Crafts syllabus will help learners to:

- Explore different techniques to make various works of Art and Crafts using different elements and principles.
- Create different Artworks and Crafts using various materials, tools, articles and media.
- Be able to exhibit and give opinion on different works of Art and Crafts done by him/her and those done by others.
- Appreciate the value of the natural environment in contributing to the learning and making of various Art works and Crafts.
- Identify and give an appreciation (aesthetic interpretation) of the different great works of Art, personalities, era and regions.

5.4.2 Fine Art and Crafts units for senior three

TOPIC AREA: VISUAL ARTS		SUB-TOPIC: DRAWING AND PAINTING		
S.3: ART AND CRAFTS		Unit 1: Still life and nature		No. of periods 8
Key Unit Competency: To be able to make detailed drawings of Still Life and Nature studies applying various elements, colour and principles by exploring with different techniques, tools and materials.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the elements and principles of drawing/ painting i.e. value, texture and perspective. - Describe the process of drawing and painting a picture. - Explain the different ways of handling and caring for various materials and tools. 	<ul style="list-style-type: none"> - Create pictures and compositions from observation and or imagination by using and manipulating different materials and tools. - Apply various techniques of drawing and painting. 	<ul style="list-style-type: none"> Appreciate the natural environment and express desire to protect it. Appreciate working in groups without regard to age and other inclinations. Appreciate works of Art and express care for them. 	<ul style="list-style-type: none"> - Principles of drawing and painting i.e. perspective and balance. - Different types of colour application i.e. dry medium & wet medium. - Landscapes of scenes from the surrounding environment showing local scenes and activities. - Human figures drawn from observation and/or imagination. 	<ul style="list-style-type: none"> - Participating in drawing and painting activity in Still Life and nature in groups, pairs or as individuals. Learners focus on activities related to the themes of trees or flowers etc. - Sharing ideas, materials and tools in activities. - Taking nature walks outside the Art room to observe the surrounding landscape and select items for drawing or painting. - Asking and answering questions during activity. - Learners will make drawings of the human form in activity. - Display of Artworks and giving opinions.
Links to other subjects: <i>Drawing of structures of organisms and plants in biology.</i>				
Assessment criteria: <i>Learners are able to make drawings of Still Life and Nature by exploring and using different techniques, tools, materials and colour.</i>				
Materials: <i>Drawing and painting tools.</i>				

TOPIC AREA: VISUAL ARTS		SUB TOPIC: PRINT-MAKING		
S.3: ART AND CRAFTS		Unit 2: Motifs, pattern and design process.		No. of periods : 3
Key Unit Competency: To be able to make various prints from different motifs and patterns and apply them on various surfaces using different techniques.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the various techniques of making different motifs and patterns. - Explain the various ways of applying patterns on surfaces. 	<ul style="list-style-type: none"> - Research on different design patterns and print styles are applied on surfaces using different techniques. - Create different motifs by using and manipulating different materials and tools. 	<ul style="list-style-type: none"> - Appreciate the nature of their surroundings. - Value the opinion of others without regard to age, and gender in shaping their own ideas. - Appreciation of the value of traditional motifs in culture and society. 	<ul style="list-style-type: none"> - Making different motifs i.e. full drop, half drop, repeat patterns etc. - Applying motifs on surfaces in colour using different impression techniques (i.e. stamping, stencilling and impression) to design a table cloth or wall design. 	<ul style="list-style-type: none"> - In groups, pairs or individually, sketching and drawing different shapes. - Developing motifs and patterns by sharing ideas, materials and tools. - As a whole class project learners apply motifs on surfaces (paper, cloth or wood) to design a tablecloth, scarf or wall design. - Asking and responding to questions during activity. - Display and carry out group appreciation or Artworks
Links to other subjects: <i>Mixing colours in fashion and design.</i>				
Assessment criteria: <i>Learners are able to successfully make various motif patterns and apply them to surfaces using various techniques i.e. stamping, stencilling and impression.</i>				
Materials: <i>Drawing and cutting tools, colour application tools i.e. palettes, cans and sprays bottles.</i>				

TOPIC AREA: VISUAL ARTS		SUB-TOPIC: GRAPHIC DESIGN		
S.3: FINE ART AND CRAFTS		Unit 3: Layouts, illustrations, colour and calligraphy.		No. of periods: 4
Key Unit Competency: To be able to create graphic designs using various techniques, tools and materials through various media.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the basic elements of graphic Art i.e. colour, shape and layout. - Show the process of making different graphic works using different methods. 	<ul style="list-style-type: none"> - Make various drawings, sketches and images using various layouts. - Create graphic works i.e. posters and calligraphic texts by manipulating different materials, tools and software. 	<ul style="list-style-type: none"> - Appreciate the value of visual communication. - Respect and protect the different aspects of the environment. - Value the opinion of others without regard to gender and other inclinations. 	<ul style="list-style-type: none"> - Aspects and elements of graphic design i.e. layout, colour, balance and illustration. - Design technology and process (i.e. design brief and process) to create a logo or emblem. 	<ul style="list-style-type: none"> - Participating in planning i.e. measurement and layout formation while in groups, pairs or individually. - Individually learners using sketching and drawing outlines to create a logo or an emblem. - Display of Artworks and sharing ideas, materials and tools during activity.
Links to other subjects: <i>Typography, word Art and print artist in ICT.</i>				
Assessment criteria: <i>Learners are able to correctly make graphic works like logos or emblems and texts using various graphic and calligraphic techniques.</i>				
Materials and tools: <i>Drawing and calligraphic tools, illustration materials i.e. magazines, cutting and application tools and software and internet.</i>				

TOPIC AREA: CRAFTS		SUB-TOPIC: SCULPTURE, POTTERY AND MASKING		
S.3: ART AND CRAFTS		Unit 4: Methods of modelling clay figures and forms.		No. of periods : 5
Key Unit Competency: To be able to manipulate clay and make figures and forms using various techniques, tools and materials.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the different ways of preparing clay and handling paper. - Explain the various techniques and processes of making figures, forms and masks. 	<ul style="list-style-type: none"> - Research on different techniques of making various figures, forms and masks. - Make different moulds and masks using various techniques. - Make different textural decorative impressions on the surfaces of clay figures and wares and also to show emotion on masks. 	<ul style="list-style-type: none"> - Appreciate the value of the natural surroundings. - Respect and protect the different aspects of the environment. - Value the opinion of others regardless of gender, and other inclinations. 	<ul style="list-style-type: none"> - Techniques of preparing clay i.e. slip, sorting, sieving, kneading and pressing. - Methods of building clay figures (i.e. coils, pinch and slab) to create a decorative plate, a bowl, cup, or badge. - Techniques of decorating clay surfaces i.e. incision, impression, marking, glazing and varnishing and creating emotion on masks. 	<ul style="list-style-type: none"> - In groups, pairs or individually participating in preparing clay and modelling activities. - Sharing ideas, materials and tools in activities. - Learners make a decorative plate, bowl, cup, or pot using the techniques of incision, marking and glazing to decorate the Artefact, - Using available resources Learners make mask and decorate it. - Exhibition of Artworks and appreciating other peoples works.
Links to other subjects: <i>Practical biology i.e. manipulation of tools in dissection, geography and agriculture i.e. clay constituents.</i>				
Assessment criteria: <i>Learners are able to accurately manipulate and use different tools and materials to build clay figures and forms and apply various decoration patterns on the surfaces of various objects.</i>				
Materials and tools: <i>Clay handling equipment i.e. cans carving tools</i>				

TOPIC AREA: CRAFTS		SUB TOPIC: WEAVING		
S.3: FINE ART AND CRAFTS		Unit 5: Weaving using basic local materials		No. of periods: 4
Key Unit Competency: To be able to create various forms of craftworks using and manipulating different weaving tools and materials (raffia).				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the various materials, tools and articles used in weaving. - Describe the different techniques of weaving using a variety of raffia. 	<ul style="list-style-type: none"> - Research the different techniques in assembling wafts and wefts using raffia. - Create different decorative patterns using various techniques i.e. mix, dyeing and spraying. 	<ul style="list-style-type: none"> - Appreciate the value of beauty in society. - Care for the different aspects of the environment. - Appreciate the opinion of others without regard to gender, age and other inclinations. 	<ul style="list-style-type: none"> - Different materials, tools and articles in assembling raffia work. - Techniques in assembling various wafts and wefts using different types of raffia. - Various design patterns in decorating different woven objects i.e. source of inspiration, development, colour mix and integration. 	<ul style="list-style-type: none"> - Making different wafts and wefts through assembling various materials by working in groups. - Sharing ideas, materials and tools in activities - In pairs learners use weaving to create a personal souvenir. - Asking and responding to different questions during activity using the “hot-seat system”. - Exhibition of craftworks and giving opinion.
Links to other subjects: <i>Geography and biology (manipulation of tools i.e. scissors, rulers, strings razors) mixing colours in Tailoring</i>				
Assessment criteria: <i>Learners are able to correctly use and manipulate various tools and different forms of raffia to create different craft works. They are able to successfully decorate these craft works using techniques like dyeing and spraying.</i>				
Materials and tools: <i>Cutting tools, and artificial and natural raffia.</i>				

TOPIC AREA: CRAFTS			SUB TOPIC: TEXTILE DECORATION	
S.3: FINE ART AND CRAFTS			Unit 6: Motifs and patterns in embroidery, batik and tie-dye.	No. of periods: 6
Key Unit Competency: To be able to create different patterns on textiles by using and manipulating various techniques, materials and tools.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the tools and materials for making different patterns on textiles. - Describe the techniques and process of making a decoration. 	<ul style="list-style-type: none"> - Research different motifs and patterns using different tools. - Make different patterns on textiles using various techniques. - Creating various designs on cloth using batik techniques. 	<ul style="list-style-type: none"> - Appreciate the value of design, decoration and fashion in society, culture and tradition. - Care for and protect the environment. - Appreciate the opinion of others without regard to gender and other inclinations. 	<ul style="list-style-type: none"> - Motif development and source of inspiration. - Making patterns of design on textiles using tie- dye techniques i.e. stitch, folding and knotting to create a personal souvenir. - Decoration using wax and resist method in batik. - Different techniques in embroidery i.e. line-stitches, hole and blanket threads, loop and ring etc. 	<ul style="list-style-type: none"> - In groups, pairs or individually drawing, sketching and laying out various images and symbols. - Developing motifs and patterns from various images and sketches to use in textiles - Using different textile techniques and applying different motif patterns learners design a personal souvenir and decorate it. - Carrying out an exhibition of Artworks and giving opinions.
Links to other subjects: <i>Manipulation of tools in practical biology i.e. dissection and mixing colour, and chemicals in chemistry.</i>				
Assessment criteria: <i>Learners are able to create different designs and patterns and apply them on to textiles by manipulating various materials, tools and techniques like wax, resist and spray, stitching, folding and knotting..</i>				
Materials and tools: <i>Colouring equipment, cutting kits and handling equipment, palettes</i>				

TOPIC AREA FINE ARTS		SUB TOPIC: HISTORY OF ART		
S.3: FINE ART AND CRAFTS		Unit 7: The development of art through different eras in the world.		No. of periods : 6
Key Unit Competency: To be able to identify the key points in the evolution of Art through ages and carry out an appreciation of the techniques and works of renowned Artists.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Describe the characteristics of Art from different regions through different times. - Identify the life and works of renowned historical Artists of the world. 	<ul style="list-style-type: none"> - Research the major Art sites, personalities and renowned Art works of the world. - Observe the major characteristics of great Artworks. - Create replicas i.e. post cards, abstracts and forms inspired from the techniques of great Artists. 	<ul style="list-style-type: none"> - Appreciate the value of culture and traditional aspirations. - Appreciate the ideas presented by others and also interpret the circumstances under which society has evolved. - Appreciate great works of art. 	<ul style="list-style-type: none"> - Rwandan art, ancient and modern, East African Art and African Art. - Great Artworks in the world i.e. Mona Lisa, Fertility goddess, Sistine chapel, the Chinese horse etc. 	<ul style="list-style-type: none"> -In pairs discuss the various trends of development of Art. - As a class, guided by the teacher discuss and describe the various characteristics of Art at different times i.e. tools, materials, themes, seasons and techniques. - Learners trace out some works of Art or parts of works of Art from different Artists. - Discussion on the different circumstances under which different Art was made.
Links to other subjects: <i>Colour in history, and religion for themes, drawing of shapes i.e. in mathematics and biology.</i>				
Assessment criteria: <i>Learners are able to correctly identify key aspects during the evolution of Art through the ages and carry out an appreciation of style, tools and materials and works of the world's great Artists.</i>				
Materials and tools: <i>Drawing tools, replicas of artefacts, paintings and Rwandan artworks and other local museum/archive resources.</i>				

6. REFERENCES

1. Ministry of Education, NCDC (1997), *Upper primary level Artistic Initiation programme (P.4, P.5, P.6)*, Kigali
2. Baker Apollo Ntambirwa (2008), *Art for Beginners, Published in Uganda by Trinity Books Ltd*
3. George G. NJOROGE-KAMAU (1988), *Foundation of creative work, Heinemann Kenya Ltd, Nairobi*
4. Obonyo O. Digolo, *Art and Design for Form 3 and 4 , E.A.E. P. East African Educational Publishers*
5. Brenda Turner (1997), *Experience Art, Specialist, Art Education*
6. Isabelle Bochot (1997), *J'apprend a peindre et dessiner, Editions fleurus, Paris*
7. Joseph L. Bresso, Fernand (1971), *Encyclopedia practice, Nathan*
8. Lothar Kampmann (1972), *Forms and massages, Dessain and Tolra*
9. C. Caket(1983), *Painting and drawing, Nathan*
10. Uganda national examinations board syllabus for Uganda Certificate of Education (2009-2013) *version page 215 on Cultural subjects.*
11. OLER PATRICK OKOL, *Art and Design, first Edition, A hand book for Secondary School Art and Craft, B.I.F.AA. (MUK) MBA*
12. Celestin Kanimba (2003), *Thierry Mesas , Regards sur le Rwanda, Collection du Musee National, Rwanda, Maisonneuve et Larose, Paris*

7. APPENDICES: WEEKLY TIME ALLOCATION FOR ORDINARY LEVEL (S.1-S.3)

Core subjects	Weight (%)	Number of Periods per week (1 period = 40 min.)		
		S1	S2	S3
1. English	11	5	5	5
2. Kinyarwanda	7	3	3	3
3. Mathematics	13	6	6	6
4. Physics	9	4	4	4
5. Chemistry	9	4	4	4
6. Biology and Health Sciences	9	4	4	4
7. ICT	4	2	2	2
8. History and Citizenship	7	3	3	3
9. Geography and Environment	7	3	3	3
10. Entrepreneurship	4	2	2	2
11. French	4	2	2	2
12. Kiswahili	4	2	2	2
13. Literature in English	2	1	1	1
Sub Total		41 periods	41 periods	41 periods
II. Elective subjects: Schools can choose 1 subject				
Religion and Ethics	4	2	2	2
Music, Dance and Drama	4	2	2	2
Fine arts and Crafts	4	2	2	2
Home Sciences	4	2	2	2

Farming (Agriculture and Animal husbandry)	4	2	2	2
III. Co-curricular activities (Compulsory)				
Physical Education and Sports	2	1	1	1
Library and Clubs	2	1	1	1
Total number of periods per week	100	45	45	45
Total number of contact hours per week		30	30	30
Total number of hours per year (39 weeks)		1170	1170	1170