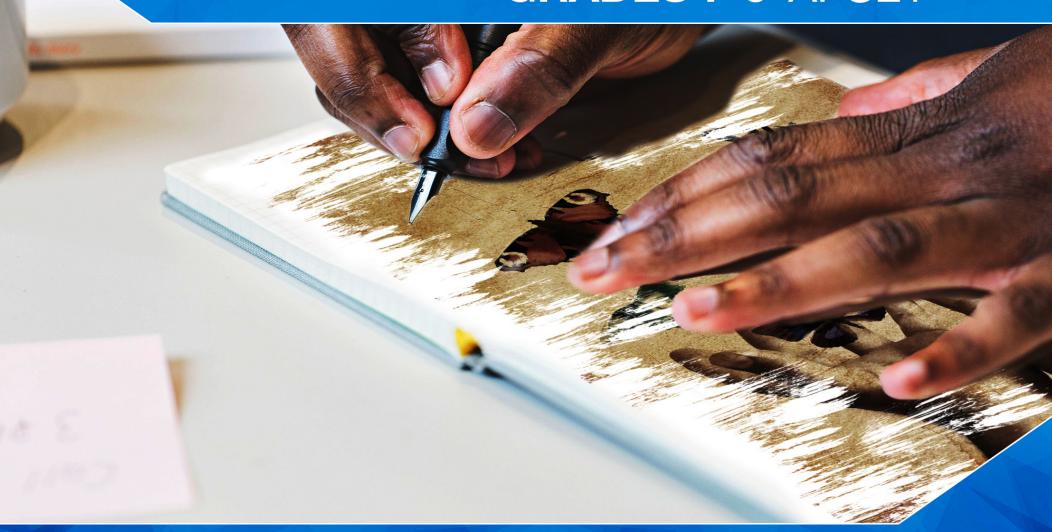NATIONAL STANDARDS CURRICULUM

VISUAL ARTS

GRADES 7-9 APSE1

NATIONAL STANDARDS CURRICULUM GUIDE

GRADES 7-9

VISUAL ARTS

ACKNOWLEDGEMENT

- Mrs. Winnie Berry and Mrs. Sophia Forbes Hall, former Senior Functional Educational Officers of the Core Curriculum Unit who provided administrative and technical leadership to the development process.
- Mrs. Michelle Kerr, Senior Functional Education Officer (Acting) and Mrs. Coleen Clarke Russell, Functional Education Officer who provided administrative leadership to the production process.
- The members of the Curriculum Secretariat, the administrator and secretaries in the Core Curriculum Unit who provided administrative support during the development and implementation of the curriculum.
- The team of curriculum editors led by Mrs. Taina Williams, Miss Keisha Hill and Dr. Donna Powell Wilson
- The team of curriculum formatters led by Mr. Marlo Scott, Mr. Kibwe Dunn and The Write Appeal
- The various stakeholder groups, who provided valuable information on societal needs in relation to the curriculum
- All others whose names do not appear, but who contributed to the production of the NSC

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Education has always been pivotal to societal and economic development. It is for this reason that Jamaica remains unshaken and hopeful of a realized vision to be "the place of choice to live, work, raise families and do business." The assurance of the possibility of all that such a vision entails comes from the recognition that Jamaica is endowed with tremendous God-given talent and creative potential and as a people of strong faith in spiritual principles and resilience; we are able to harness our capabilities, to make significant influence on the world. It is through this new National Standards Curriculum (NSC) that we hope to propel this vision of the education system whilst becoming more relevant, current and dynamic.

The team at the Ministry of Education Youth and Information is cognizant of the fact that the curriculum is the heart and mind of education and remains the most powerful means by which any country can develop and be sustainable. It is for this reason that the NSC has been designed with the understanding that people, learning and national development are at the core of our existence in a time of rapid change in the physical, social, economic and other dimensions of the global landscape. As a consequence, we celebrate the wisdom of the developers who through the engagement of numerous stakeholder groups, have responded favourably to the need for that kind of education that prepares our young people for life; while challenging our more mature to join in this lifelong journey of learning to learn.

Our commitment to the development of each learner and our support and appreciation of the various stakeholder groups that are partnering with us in providing quality education, remain at the forefront of our efforts in ensuring that this journey transforms education. This commitment is conveyed through our adoption of a Pathway Approach to learning that demands of us to provide customized programmes, differentiated learning experiences and specialized support for our learners. Our actions have been fruitful as is evident by the systems and conditions we have put in place for successful implementation.

Like the rest of Jamaica, I look forward to the testimonials of students, parents, teachers and other stakeholders of the empowering effect of this learner- centred curriculum and remain confident that it will contribute to make Jamaica renown.

The Honourable, Senator Ruel Reid,CD
Minister of Education, Youth & Information

Building a modern society where young people can prosper and achieve their aspirations is paramount on the Ministry of Education, Youth and Information's (MoEYI) agenda. In its bid to advance this agenda the team at the MoEYI has developed the National Standards Curriculum (NSC) on a clear set of values that will permeate learning and become embedded in young people's approach to life. Young people need to be clear about their Jamaican identity. Justice, democracy, tolerance and respect need to be more than mere words; they need to become an essential part of people's lives. Young people's understanding of, and commitment to, sustainable development is critical to the future of Jamaica and of the world. These values that permeate the new curriculum and more importantly, will by its use, be ingrained in the fabric of the Jamaican society.

The development of a new curriculum is a major achievement in the life of any country. It is even more noteworthy because this curriculum embodies the set of knowledge, skills, values and attitudes that our country deems relevant at this particular time. It is intended that these attributes be conveyed to the next generation as a means of cultural continuity in preparation to cope with the future, both nationally and individually.

I am particularly excited about the prospects of the NSC honing key twenty-first century skills such as communication, collaboration, critical thinking and creativity in our youth as they prepare to take on their roles as global citizens. I encourage parents, students, teachers and indeed the community to partner with us as we prepare our young people not just for today, but for the rapidly changing times ahead.

The Honourable, Floyd Green, MP
State Minister in the Ministry of Education, Youth & Information

In responding to the challenges confronting education in Jamaica, The Ministry of Education Youth and Information has taken strategic measures to address the need for a national curriculum that is relevant for the 21st century, the dynamics of the Jamaican context and the profile of the learners at the pre-primary, primary and secondary levels. One major output of these strategic actions is the National Standards Curriculum. This curriculum is intended to be one of the means by which the Jamaican child is able to gain access to the kind of education that is based on developmentally-appropriate practice and the supporting systems and conditions that are associated with high quality education.

This curriculum has the potential to inspire and provide challenges in the form of problem situations that all our learners can handle in ways that are developmentally appropriate. It compels us to move beyond the traditional functional perspectives of being literate to a focus on the physical and physiological as well as the ethical, social and spiritual.

I invite all our stakeholders to fully embrace this new curriculum which promises to excite imaginations, raise aspirations and widen horizons. Learners will become critical and creative thinkers with the mindset required for them to be confident and productive Jamaicans who are able to thrive in global settings as they take their place in the world of uninhibited change.

Mr. Dean Roy Bernard
Permanent Secretary , Ministry of Education, Youth & Information

It was the mandate of the Curriculum Units of the Ministry of Education, Youth and Information to spearhead the crafting of a new curriculum for the nation, in keeping with international standards, global trends in the educational landscape and societal goals and aspirations. The mandate had several facets: to establish clear standards for each grade, thereby establishing a smooth line of progression between Grades 1 and 9; to reduce the scope, complexity and amount of content; to build in generic competencies such as critical thinking across the subjects; to ensure that the curriculum is rooted in Jamaica's heritage and culture; to make the primary curriculum more relevant and more focused on skills development, and to ensure articulation between primary and secondary curricula, especially between Grades 6 and 7. To achieve this, the MoEYI embarked on an extensive process of panel evaluations of the existing curricula, consultation with stakeholders, (re)writing where necessary and external reviews of the end products.

Today, we are indeed proud that, the curriculum development teams have succeeded in crafting a curriculum which has met these expectations. Under the National Standards Curriculum (NSC) focus will be given to project-based and problem-solving learning, with an integration of Science, Technology, Engineering and Mathematics/Science, Technology, Engineering, Arts and Mathematics (STEM/STEAM) methodologies across the system. Learners will benefit from more hands-on experiences which should enhance the overall learning experience and cater to the different kinds of learners in our classroom. In addition, they will be exposed to work-based learning opportunities that will help them become productive citizens of Jamaica and the world at large.

It is anticipated that as school administrators and teachers system-wide implement the National Standards Curriculum that improvements will be evident in the general academic performance, attitude and behaviour of our students.

We anticipate the participation of all our stakeholders in this process as we work together to improve the quality of life and prospects for all the children of Jamaica and to realize our mantra that *every child can, and must, learn.*

Dr. Grace McLean

Chief Education Officer, Ministry of Education, Youth & Information

The Ministry of Education Youth and Information (MoEYI) is committed to providing high quality education to all Jamaican children. We have heard the cries from the various sectors of the Jamaican society about the level of preparedness/readiness of our students for life in the 21st century; and we are taking the necessary steps to ensure that our students graduate with marketable skills. The MoEYI has reviewed and redesigned the Grades 1-9 curricula around the principles of Vision 2030 Goal number one; "Jamaicans are empowered to achieve their fullest potential".

The National Standards Curriculum (NSC) will lay the foundation for students by preparing them for working lives that may span a range of occupations, many of which do not currently exist. This has been done by way of designers carefully integrating the theoretical principles of Science, Technology, Engineering and Mathematics/Science, Technology, Engineering, Arts and Mathematics (STEM/STEAM) methodologies into the curricula at all grade levels. The NSC illustrates that in order to make education effective for our 21st century children; we need to change how we teach, and what we teach.

We are satisfied that the curriculum designers and writers have produced a curriculum that is indeed fitting for the 21st century. The NSC was designed to develop students' understandings of subject matter and their ability to apply what is learnt; it fosters their ability to communicate and solve problems collaboratively, think critically and create novel solutions.

The success of our children is dependent on the participation of all stakeholders in the learning process. We encourage you all to be our committed partners in education as the true impact of this curriculum will only be felt when we have all hands on board. I am indeed proud to be associated with the development and implementation of this curriculum; it will inspire hope in our nation and future generations; kudos to the various teams that contributed to its development.

Mrs Lena Buckle Scott
Deputy Chief Education Officer,
Curriculum and Support Services, Ministry of Education, Youth & Information

The National Standards Curriculum (NSC) rests on the belief that all learners are endowed with the capabilities, gifts and talents to fulfil their divine purpose. These attributes are to be further enhanced or improved in a nurturing, inspiring and inclusive environment; one that caters to the whole person (soul, spirit and body - spiritual, emotional, social, physical and mental). As learners assume their roles and responsibilities individually and as communities of learning in such an environment, they become critical-reflexive thinkers, creative problem solvers, effective communicators and natural collaborators.

A curriculum design of this nature, calls for transformative change at the societal level (Elkind, 2004)[1] and not just at the school and classroom levels. This is a call for all stakeholders, as users of the curriculum, to adopt a critical -reflective and reflexive stance and join learners in the quest for meaning, purpose and stability as they help to shape the world. By integrating principles from various disciplines and their related methodologies, learners who interact with the curriculum are provided with enriching experiences, opportunities for creative expressions and authentic exploration of problems from a classical standpoint as well as in the context of workplace learning. This is due to the fact that the NSC recognizes the importance of each discipline in the problem solving process and in development.

Assessment as an element of the curriculum becomes primarily a learning process for charting progress through self-corrective measures that are informed by feedback from peers and teacher-facilitator. By providing assessment criteria statements in the curriculum, teachers are encouraged to facilitate learners functioning as self and peer assessors. This approach should see the learner developing self-direction with the support of mentors and coaches and forming an intrinsic desire to succeed. These attributes prepare them to face high stakes assessment as problems to be confronted with courage, a sense of readiness, insight and creative prowess.

These features of the NSC have the potential to influence learners' profile as Jamaicans who are gratified by an identity of cultural excellence that embodies moral obligations, intellectual rigour, innovativeness, environmental stewardship and productivity. The curriculum echoes the sentiments of our National Anthem, National Song and Pledge and serves as rich and credible source of the values and virtues that are woven together to convey the Jamaican identity. I wish for our school administrators, teachers, students and other stakeholders much success as they work with the document.

Dr Clover Hamilton Flowers

Assistant Chief Education Officer, Core Curriculum Unit, Ministry of Education, Youth & Information

[1] Elkind, D. (2004). The problem with constructivism. The Educational Forum, 68(4), 306–12.

TERMS	DEFINITIONS/MEANINGS
Range of Content	Provides an overview of the concepts, knowledge, skills and attitudes that will be developed in a unit of study.
About the Unit	Gives a brief overview of the content, skills that are covered in the unit and the methodologies that are used. As well as the attitudes to be developed.
Standards	Statements that explain what all students are expected to know and be able to do in different content areas by the end of a course of study e.g. by the end of period spanning grades 4 – 9.
Attainment Targets	An attainment target is a desired or expected level of performance at the end of a course of work, within a given/specified teaching- learning period. Attainment targets identify the knowledge, skills and understanding which students of different abilities and maturities are expected to have by the end of each Grade. It is the standard that we expect the majority of children to achieve by the end of the grade.
Benchmarks	Behaviours students are expected to exhibit at different stages of development and age/grade levels.
Theme/Strands	Unifying idea that recurs throughout a course of study and around which content, concepts and skills are developed.
Prior Learning	It is what students are expected to already know through learning and experience about a topic or a kind of text.
Specific Objectives	Specific objectives state what the student is expected to know or understand as a result of the learning experience. The specific objective is usually framed in the areas of the knowledge, skills and attitudes that the students are expected to achieve. Specific objectives tell us what the children will learn or will be taught.

TERMS	DEFINITIONS/MEANINGS
Suggested Teaching/Learning Activities	A teaching/learning activity is an organised doing of things towards achieving the stated objectives. They are suggested activities that are crafted in a way to be an efficient vehicle which can move the student between what is to be learnt (objective) and what the student is to become (outcome).
Key Skills	Gives a brief overview of the content, skills that are covered in the unit and the methodologies that are used. As well as the attitudes to be developed.
Assessment	An assessment is a determination of whether intended results have been achieved. This section of the curriculum speaks to both the product that will be judged as well as the criteria against which it will be judged. It must be noted that this section does not introduce new activities. Instead, it speaks to the judging of the suggested teaching and learning activities.

Formal assessment may be conducted with the aid of instruments (e.g. via writen test, portfolio) or by requiring students to complete assigned tasks (e.g. performance), and is usually recorded against a predetermined scale of grading. Informal assessment (e.g. via observation or spontaneous student expression) may also reveal important evidence of learning. |
Points to Note	This section provides technical information that must be considered in delivering the unit. It may also include information that provides additional explanation of key concepts that may be unfamiliar to the teacher as well as suggestions for infusion within the unit.
Extended Learning	These are opportunities for students to utilise the knowledge and skills they would have acquired in the unit in authentic situations/experiences.
Learning Outcomes	A learning outcome is a demonstration/ behavioural evidence that an intended result has been achieved at the end of a course of study. The learning outcome tells us if pupils have understood and grasped what they have been learning.
Links to other Subjects	Suggests opportunities for integration and transfer of learning across and within different subject areas.
Key Vocabulary	This section consists of a number of words/phrases that addresses the skills, topics and content that must be covered in the unit.

Art is a universal language, a creative and aesthetic merging of the eye, hand and mind. It provides much satisfaction through the sheer joy of individual expression and the pleasure experienced in the awakening of the senses and personal fulfillment. The visual arts are a source of inspiration, enjoyment and fulfillment. They provide contexts for the emotions, perceptions and thoughts for imagination, experiment and creativity of students and are fundamental to their aesthetic, physical, emotional, intellectual and social growth. Through the visual arts, students are able to participate in and respond to the creative and cultural life of their communities and to link the heritage of their past to the culture of the present and future. They are encouraged to develop their own styles and approaches, to collaborate with others and to communicate with different audiences through a variety of media and contexts. By reflecting on their own work and others' work from the Caribbean and around the world, they are provided with a unique way of knowing, doing, living and belonging and so gain insights into different viewpoints, identities, traditions and cultures.

Visual Arts education is a life-long process. It empowers students to make informed aesthetic choices and is crucial to fulfilling their human development. Out of these experiences, students are prepared to recognize and value quality, while nurturing their sensitivities and feelings. As part of the school curriculum, Visual Arts fosters creativity and independence, develops self-discipline and focus, while it enhances self-esteem and knowledge. In addition, Visual Arts teaches problem-solving, critical thinking, risk-taking, communication and collaboration, all of which are critical components for success in the 21st century.

The Visual Arts are a practical pursuit, and students need time and scope to develop their own ideas and techniques. Students need to focus on the visual and verbal language of art and to articulate that language in creative artworks even as they are encouraged to develop innovative ideas for the future. Students can develop thinking, analytic and problem-solving skills through the designing, making, appreciating and evaluating art. They can develop abilities to make judgments and take account of other people's views in their appreciation of art. Learning in the visual arts contributes to an appreciation and understanding of relationships among people and their environments and an appreciation of these aspects of the Jamaican culture. It also builds visual and aesthetic literacy which are vital links in all the competencies.

GOALS OF THE VISUAL ARTS CURRICULUM

- Students will understand, select and apply media, techniques and processes.
- Students will understand and apply elements and principles of art.
- Students will consider, select, and apply a range of subject matter, symbols and ideas.
- Students will understand the visual arts in relation to history and cultures.
- Students will reflect upon, describe, analyze, interpret and evaluate their own and other's work.
- Students will make connections between the visual arts, other disciplines, careers and daily life.

Fundamentals of the Visual Arts Curriculum			
Universality of Art	**Child Development**	**Learning/ Teaching Approaches**	**Application**
• Art as visual language and communication • Historical and cultural awareness • Aesthetic development • Design awareness • Value and attitude	• Individual expression • Group expression • Intuition • Creativity • Imaginative, affective and cognitive • Skills: kinetic, analytical, technical • Awakening of the senses	• Student–centered • Problem-solving • Thematic • STEM methodology • DBAE (Discipline Based Art Education) • Problem-solving (critical analysis)	• Career orientation life skills • Vision and planning for the future • Aesthetic and visual literacy

NSC

VISUAL ARTS

GRADE 7 UNITS

TERM 1

Unit 1 (4 weeks)
Exploring Design
Designs and designers in society
Characteristics of design
Inspirations for design
The design process
Elements and principles of design expressing ideas in pictorial or graphical forms
Describing the contents of works of art using the elements and principles of design

Unit 2 (3 weeks)
Thematic Approach to Design
Artists and their themes in concept and outcomes.
Themes in compositions.
Interpreting works of art.

Unit 3 (4 weeks)
Social Issues Related to Design
Fine arts and applied arts
Issues surrounding public and private art
Design appropriation
The purpose of design
Design for public space
Culture and design

TERM 2

Unit 1 (3 weeks)
Drawing
Designs and designers in society
Artists and their works
Drawing media
Drawing as documentation
Processes in judging drawing

Unit 2 (3 weeks)
Picture Making
Techniques and media used in picture making
History of selected techniques
Interpreting works of art
Nature and processes of artistic expression

Unit 3 (4 weeks)
Experiencing Three-Dimension
Forms and function
Objects and space
Effigies and replicas
Decorative art
Judging form and function

TERM 3

Unit 1 (3 weeks)
Printmaking
Experimental printmaking
Documentary of printmaking
Evaluating skills and techniques
Interpretation based on techniques.
Designing with a purpose

Unit 2 (4 weeks)
Surface Design
Motifs and Patterns
Cultural symbolisms
Themes and presentations
Decorating surfaces

Unit 3 (4 weeks)
Graphic Design
Lettering and illustration
History of graphic art
Visual communications as cultural expressions
Analysing graphic design product

TERM 1

Unit 4 (4 weeks)
Design Innovation
Designing and redesigning products
Design evolution
Evaluating design

TERM 3

TERM 3

There are five Strands and ten key Attainment Targets within Visual Arts

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STRAND 1:
DESIGN

Attainment Target:
1. Develop designs for functional or non functional use

STRAND 2:
ART CREATION

Attainment Targets:
1. Create a variety of two and three dimensional art forms that represent personal expressions through the skilful application of the elements and principles of design

2. Use a range of media, tools, and techniques to bring together the skills of observation, interpretation, representation and rendering to create works of art.

STRAND 3:
AESTHETICS

Attainment Targets:
1. Discuss, appreciate and answer questions about the nature and value of art.

2. Conceptualize and present on the values in art, metacriticism, artistic expressions and artistic experiences.

STRAND 4:
HISTORY & CULTURE

Attainment Targets:
1. Understand the works of art of the past and of the person(s) who created them and be able to locate them within a cultural context

2. Synthesize, authenticate and convey meaning in inquiring about artists

3. Investigate the sources related to the symbols and messages contained in the art object.

STRAND 5:
CRITICISM

Attainment Targets:
1. Participate in an informed discourse about art so as to increase their understanding and appreciation of art.

2. Through the process of describing, analysing interpreting and judging art, develop an appreciation for the art they create and those of others.

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NSC

VISUAL ARTS

GRADE 7: **TERM 1**

Range of Content

Students will develop key concepts and skills by learning:
- An appropriate approach to developing design
- To select suitable media, materials and references for art creation.
- To use a thematic approach to develop compositions and concepts in the visual arts.
- To evaluate works using the vocabulary of visual arts
- To view works of art and formalize a personal interpretation
- To apply the elements and principles to the creation of art
- To make the connection to world cultures through art history.
- To focus on the nature and value of art.

Knowledge and Understanding

Students will develop knowledge and understanding by learning that:
- Every artistic creation embodies a design process
- Art can be expressed through a variety of media that has cultural and aesthetic significance.
- Art criticism enables the understanding and appreciation of art
- Art plays a role in history and it reflects the culture at the time it was created
- Inquire into the philosophy and value of art lead to a better understanding of art
- Original works of art can be created using a variety of media tools and equipment
- Ideas can be effectively expressed through themes
- Designs evolve over time
- Art is a mean of documentation or recording or re-recording of information

Guidance for the Teacher

When undertaking the delivery of this unit on design, teachers must constantly make reference to and collaborate with the resource and technology curriculum guide in order to enhance the students' knowledge on product design and technical drawing/design skills. Focus will be on the elements and principles of design

Career Link

Consider the possibilities: web designer, design egineer, and package designer

About the Unit

In this Unit students will learn about/ to:

- Identify, create and develop designs
- Compare and contrast design concepts produced by distinguished designers present and past
- use the design process in creating designs
- Explain the importance of each design element and principle in relation to design development
- Illustrate design ideas in pictorial or graphical forms
- Appreciate the environment as a source of inspiration for designers
- use the engineering design process in STEM as a method to turn ideas into finished products
- Apply Mathematics, Science, Engineering and Technology concept to real-life situations

Prior Learning

Check that students can:

- Identify and define the elements and principles of design
- Differentiate between the elements and principles of Design

UNIT 1: Exploring Design

STRANDS:

- Design
- Criticism
- History & Culture
- Aesthetics

VISUAL ARTS ATTAINMENT TARGETS:

- Develop designs for functional and non-functional use.
- Understand the works of art of the past and of the person(s) who created them and be able to locate them within a cultural context
- Through the process of describing, analyzing interpreting and judging art, develop an appreciation for the art they create   and those of others.

OBJECTIVES- Students should be able to:

- Produce design solutions for project execution
- Evaluate own design and that of others using the principles of design
- Identify design patterns and trends and use them to modify personal designs
- Demonstrate increasing creativity in manipulating the elements of design to achieve original designs
- Create and develop designs inspired by the environment
- Apply the elements and principles of design to solve design problems and produce aesthetically pleasing designs

ICT ATTAINMENT TARGETS:

DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

STEM ATTAINMENT TARGETS:

SCIENCE - Appreciate the importance of scientific methods and be aware of safety procedures to be taken when using equipment and materials.

TECHNOLOGY - Develop an understanding of the attributes of design

ENGINEERING - Create works of art using the design process

MATHEMATICS - Explore paths , geometric shapes and space and make generalisation about geometric relationships within the environment

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Investigate design concepts by viewing designs from an online or offline source, of three different ancient civilizations namely Egypt, Greece and Rome and then compare them against modern western designs. The designs explored should include graphic, fashion, architectural and industrial designs. Compare and contrast the processes used for developing the designs. Develop a graphic, fashion, architectural or industrial designs inspired by one of the civilization studied. Formulate a definition for design.	• Understand and use standard browser features • Conduct research online/offline • Create illustrations • Format illustrations • Use graphic software • Manipulate elements and principles of designs • Brainstorm ideas • Create designs • Work in groups • Collect works of art • Organize designs • Analyze works of art	Design developed to reflect the civilizations studied.
Conduct research using online or offline data source on the elements and principles of design with a focus on their characteristics and properties. Compile and organise the data using text editing or presentation software. Create, manually or electronically, an elements and principles sampler chart in the form of a rectangle grid frame with forty two (42) boxes of equal sizes. On the left of the descending boxes write the names of the principles of design and at the top going across write the elements of design. Select, cut /copy and glue/paste pictures that best exemplify the element and principle of the labelled box.		Characteristics and properties of the elements and principles of design researched and presented on the sampler chart.
Browse the internet for examples of linear works of art. Note the variations of lines – length, width, texture, direction and degree of curved /wavy and zigzag and the expressive quality of lines – rhythm, movement, and harmony. Use text editing or presentation software to create visual record of examples of the different types and variation of lines. Mimic lines, mood and movements using yarn/thread to decorate the surface of an object.		Object decorated using the element line and the principle movement.
Identify and create designs using appropriate graphic software or traditional methods, by manipulating the elements and principles of design, examine their characteristics and properties and apply them to produce their own works of art - for example, using the different types of lines with the principles of rhythm and repetition, depict one of the following ideas: rain, thunder and lightning, waves of water on the sea, hurricane winds across the land.		Lines, rhythm and repetition explored to depict chosen theme.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: In groups, students will compare and contrast two works of art that use similar ideas but are executed in different ways - for example, Katsushika Hokusai,' Under the Wave off Kanagawa'(from the series" The Thirty-Six Views of Fuji") 1829-33, Colored woodblock print,101/2 x 15in. (26.7 x38.1 cm) and Vincent van Gogh, 'The Starry Night'1889. Oil on canvas, 29 x 361/4 in. (73.7 x 92.1cm).		Two works of art that use similar ideas but executed in different ways compared and contrasted.
In response to a design challenge (e.g. a wall hanging that will inspire them to care for their environment, a better stool for the art room) compile a collection of various design ideas (personal sketches, photographs, etc.) whether electronically or by traditional means and organize them into categories to analyse their value in society - for example, decorative design and functional design.		Design ideas grouped and their value to society analysed.

Learning Outcomes

Students will be able to:
- ✔ Use critical analysis skills to understand how the elements and principles of design are used to create solutions
- ✔ Make reasoned judgements about design outcome
- ✔ Use elements and principles of design to produce design solution based on an idea
- ✔ Use the design process to produce works of art
- ✔ Compare and contrast ideas for design development
- ✔ Assess the value of art
- ✔ Publish original documents using word processing software and other technology tools.
- ✔ Conduct electronic search for kinds of information

Points to Note

- Studying the history of design will also give insights into the cultural contexts of designs
- Indigenous designs are good sources for studying the use of the elements of designs
- The internet, museums, parks and other public places are good sources for design ideas
- Some areas of design are industrial design, visual communication design, interface design, animation and game design, architectural design, urban design

Extended Learning

- Trip to local galleries, to view and discuss artwork
- Document the use of the elements and principles of design in a chosen products
- Research how to write a design brief and develop a brief for a product of choice

RESOURCES

Scrapbooks, computer, scanner, printer, paper, pencils- 2B, 3B, 6,

textbook- 'Art Craft Design' Clodagh Holahan, Maureen Roche

KEY GRAMMAR

- Principles of design - rhythm, movement, pattern, balance, proportion, variety, unity, repetition, harmony
- Elements of design - dot, colour, texture, line, space, form, value

LINKS TO OTHER SUBJECTS

Information Technology, Performing Arts - (Music, drama), History, Family and Consumer Management

About the Unit

In this unit students will learn to:

- Interpret works of art by explaining their meaning based on observation and reflection
- Use themes as a source of reference for developing designs
- Create and connect a body of artwork around a central theme
- Explore human emotions via art making and themes
- Identify themes used by artists in their works of art

Guidance for the Teacher

When undertaking the delivery of this unit, teachers must understand that the thematic approach to design provides the conceptual ground for art making, it seeks to connect ideas to the work of art in order to assist in reasoning and provides opportunities for problem solving, reflective thinking and help in the understanding of life. Above all, it represents a holistic approach to how information is perceived and learnt, and a clear understanding of how corporately and collectively, problems might be solved. Artists use themes to make artwork that investigate and express ideas, events and relationships. The purpose of the thematic approach to design is not only to allow students to work within a given concept but allow them to think critically, to focus on a particular theme and bring meaning through expression. The emphasis in this unit is to make connection from the real world to the work of art.

Career Link

Consider the possibilities:

- Design Manager
- Product Designer
- Teacher

Prior Learning

Check that students can:

- **Demonstrate understanding of line as an element of design and rhythm and movement as elements of design**
- Explain what it means to work with a theme
- Make informed statements about artworks.

UNIT 2: Thematic Approach to Design

STRANDS:

- Design
- Art Creation
- Aesthetics
- History and Culture
- Art Criticism

VISUAL ARTS ATTAINMENT TARGETS:

- Understand the works of art of the past and of the person(s) who created them and be able to locate them within a cultural context
- Develop designs for functional or non -functional use
- create a variety of two and/or three dimensional art forms that represent personal expressions through the skilful application of the elements and principles of design
- Participate in an informed discourse about art so as to increase their understanding and appreciation of art
- Discuss, appreciate and answer questions about the nature and value of art

OBJECTIVES- Students should be able to:

- Define and identify themes in works of art.
- Express mood in the work of art through the use of the elements and principles of design.
- Use themes to create works of art.
- Develop logical and creative thinking by exploring ideas through the use of a theme.
- Make observations and compare ideas identified in works of art to real life.
- Explore themes in art movements
- Mount and display art work

ICT ATTAINMENT TARGETS:

DIGITAL CITIZENSHIP - use use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

STEM ATTAINMENT TARGETS:

SCIENCE- Appreciate the importance of scientific methods and be aware of safety procedures to be taken when using equipment and materials.

TECHNOLOGY- Develop an understanding of the attributes of design.

ENGINEERING- Create works of art using the design process.

MATHEMATICS- Explore paths , geometric shapes and space and make generalisation about geometric relationships within the environment.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Browse the internet or an offline source for examples of works of art created during the Industrial Age, document the various themes used by these artists and explain what they are expressing about human/ technological development. Create a design that expresses the thought "necessity is the mother of invention." What objects would you use to symbolize this thought? Write a short description of the entire work of art and explain the significance of the object chosen. Analyse the art works of Pablo Picasso by exploring the body of works done during : • The Blue period 1901-1904 • The Rose period 1904-1906 • The Cubism period 1908- 1912 What were his themes spanning these distinctive periods and how did he depict them in each period? How were the elements of colour and shapes used during each period and how did he use them to express mood? Discuss the various colour schemes found on the colour wheel and make small samples to depict each scheme.	• Understand and use standard browser features • Conduct electronic search for kinds of information • Observe moral principles when using digital materials • Identify themes in works of art • Create works of art • Select and use software • Review, observe and discuss works of art • Mount and display works of art • Conduct critique • Develop rubric	Work of art addresses the theme.
Conduct an online/offline research on the artistic movement "Social Realism" of the twentieth century. Identify five of its' main protagonists artists and the themes they explore in their works of art. Select one of these themes and describe a problem associated with it (e.g. poverty, oppression, social injustice) and its effect on people. Create a work of art, emphasizing colour and shape, to explain this phenomenon.		Definitions of rhythm, movement and lines reviewed.
Observe and discuss art works in which shape and emphasis are the dominant element and principle. Create a collage, depicting an aspect of Jamaican culture using an assortment of coloured paper, along with geometric and organic shapes.		Use of colour and shape express mood, ideas and themes.

Students will be able to:
- ✔ Appreciate the role of the elements and principles of design in any form of design
- ✔ Demonstrate understanding of the elements and principles of design in art creations and designs
- ✔ Recognize themes within art and how other artists use the design elements to portray theme or concept

Points to Note

Extended Learning

- Designers often use lines as a major factor in their creation
- Designs based on themes are easier understood by the consumers of those designs
- Designs are not always purely for decorative purposes but also functional ones
- Visual artists are not the only ones concerned about designs
- Students should acknowledge owners and creators of online

- Browse the internet for further answers to the question: How do artists use themes to create their work
- Talk with practicing artists about themes in their work
- Visit local and online galleries to view works influenced by music and to identify other themes in works

RESOURCES
CD's- various genre of music, computer/internet and any other available resources, note pads, sketchbooks, pen, pencils, poster paints, brushes, palette, water container and old T-Shirts

KEY VOCABULARY
Linear ,overlapping , Flat ,transparent, ,repetition ,Contrast implied.

LINKS TO OTHER SUBJECTS
Link theme to Music and Drama and lines in mathematics; The similarities between descriptive writing in English Language and art criticism.

About the Unit

In this Unit students will learn about/ to:
- Plan and create designs that reflect cultural expressions and symbolisms
- Talk about the aesthetic value of a variety of designs
- Employ visual communication skills
- Plan and design with concept and purpose
- Applying thematic approach towards creating and displaying works of art
- Construct ideas and models for public and or private spaces.
- Judge and evaluate a work of art
- Identify good and bad design and how they make a difference and may cause problems
- Designs as important conveyor of change. (social, cultural, political)
- Use designs to solve social challenges
- Identify issues every designer needs to consider

Guidance for the Teacher

Designer should not just think about the way that a product will work but must also consider how it will be made and how it will be used. This requires the designer to be aware of what is acceptable and what is not acceptable to society. Designers must pay attention to the needs of the consumers by identifying who the different customers are and what they require. New designs influence society and how we live our lives. Our culture influences our design choices. Culture varies a lot between countries or even between different groups within the same society. Culture has a big influence on what people regard as 'good' and 'bad' design. Designer should investigate cultural group that might be affected by a product to ensure that the design is suitable.

The products we create use resources, such as raw materials and energy. These have an impact on the environment. One way to reduce impact on the environment is to use less material in the product. This might mean asking questions about what is needed or whether or not it could be made smaller and still do the same job. It could also mean using an alternative material with better properties, so that not as much of the material is required.

Designers should think about ways to reduce any negative impact their work may have on the environment. As they design they should consider the material used to make the product, the life of the product and what happens to the product at the end of its life.

Most products have a limited life. Designers have to consider how long a product last and what will happen when it is no longer needed.
One way of extending product life is using better materials – like stronger materials or materials that resist corrosion. Another way is through design to allow their life to be extended by maintenance. Maintenance means any activity which allows the product to have a longer life. It can include anything from repairing worn out parts to repainting. Alternatively, products might be made from a series of standard modules. This would mean that if it went wrong, only the faulty module would need to be repaired or replaced. Using modular designs make it easier to upgrade and improve products as there as new developments and improved technology become available

Designers often search for ways to recycle material so that it can be used again. This helps to reduce damage to the environment. Symbols are sometimes place on recycled products to show they have been recycled.   There are 6 Rs used by designers to reduce the environmental impact of products. They can also be used to evaluate the environmental impact of other products. The 6Rs stand for:

- Reduce -is it possible to reduce the amount of materials used? This will help to protect valuable resources?
- Rethink - is there a better way to solve this problem that is less damaging to the environment?
- Refuse - this means not accepting things that are not the best option for the environment. For example, is the packaging really needed?
- Recycle - could recycled materials be used, or is the product made from materials that are easy to recycle?
- Reuse - could the product have another use? Could its parts be used in other products? Is this information clearly communicated on the product?
- Repair - is the product easy to repair? This will extend its life

There are laws and standards that the designer must meet. These help to protect the users, by specifying that products meet certain requirements and have suitable levels of safety. A law is a formal rule enforced by the government. A standard is a guideline which is widely accepted.

Career Link

Consider the possibilities:
- Textile Designer
- Brand Designer
- Industrial Designer

UNIT 3: Social Issues Related to Design

STRANDS:

• Design
• Art Creation
• Aesthetics
• History and Culture
• Art Criticism

VISUAL ARTS ATTAINMENT TARGETS:

• Discuss, appreciate and answer questions about the nature and value of art.
• Develop designs for functional or non-functional use
• Through the process of describing, analyzing interpreting and judging art, develop an appreciation for the art they create   and those of others.
• Through the process of describing, analyzing interpreting and judging art, develop an appreciation for the art they create   and those of others

OBJECTIVES- Students should be able to:

• Demonstrate the development of a design from its conceptual stage to completion
• Judge and evaluate designs based on the purpose for which they were created
• Plan ,design and create art in relationship to themes , ideas, cultural expressions and symbolisms
• Communicate design concepts through the manipulation of the elements of design
• Develop designs that address a social issue/ challenge
• Compare and contrast designs for their aesthetic values
• Identify ways in which designers have contributed to changes in the environment
• List some major issues designers need to consider
• Talk about the aesthetic value of theirs' and others' art creation
• Discuss the impact of culture on design

ICT ATTAINMENT TARGETS:

DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

STEM ATTAINMENT TARGETS:

SCIENCE- Appreciate the importance of scientific methods and be aware of safety procedures to be taken when using equipment and materials.

TECHNOLOGY- Develop an understanding of the attributes of design.

ENGINEERING- Create works of art using the design process.

MATHEMATICS- Explore paths , geometric shapes and space and make generalisation about geometric relationships within the environment.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Brainstorm a number of issues relating to designs and the society, such as social, political and gender. Collect and discuss samples of designs related to the issues raised. Talk about their aesthetic values and whether or not they met their intended purpose. Select a design considered to be a "bad "design and one considered being a "good "design and state reasons for their choice. Say how the designs could be improved. List some design issues to be considered by all designers.	• Brainstorm ideas • Create illustrations • Capture images • Collect samples • Discuss designs • State reasons • Make suggestions • Create works of art • Manipulate the elements of design • Conduct survey • Use image capturing device • Use graphic software • Write critique	Design issues to be considered by all designers listed and discussed .
Use one of the chosen designs as an inspiration for creating an original design which addresses a social issue or challenge (e.g. decorating a public/private space, fashion trends, packaging). Complete their designs using graphic software or a combination of media and the manipulation of the elements of designs. Write a personal critique of their own work.		Related samples of designs collected and grouped. Reasons for choice and ways of improving them explained. Aesthetic values identified and discussed.
Conduct a survey of outstanding designs in their environment, noting which of the elements of design contributed to they being outstanding. Use an image capturing device to take pictures of the designs on display and discuss their aesthetic value.		Elements of design manipulated to produce an original design.
From a collection of different kinds of papers, cut and tear papers and glue onto a 2D surface to reflect a cultural theme with emphasis on any three elements of design and the principles of balance, contrast and emphasis. When the piece is completed, use a soft hair brush with diluted glue to seal the collage by painting it over the entire surface. Discuss how their choice of elements helps to bring the cultural aspects of their art. OR		Design addressed social issues /challenges. Graphic software/media combination used to create design. Critique written work. Survey conducted. Images captured and displayed.
With a cultural theme in mind, collect several pieces of board or sticks and create a sculpture which reflects the theme. Emphasise any three elements of design and the principles of balance, emphasis and movement. Discuss how their choices of elements help to bring out the cultural aspects of their art.		Contribution of the elements of design in making the works outstanding explained. Aesthetic values of displayed works discussed.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Visit a craft market or hotel where craft items are sold to tourists. Use their visit to answer the following questions: 1. Do the designs reflect the Jamaican culture? 2. Are the designs similar or different? How are the elements and principles of design used to enrich the designs?		Art work reflects the theme. Elements and principles of design used to enhance the theme. Discussion indicates understanding of how the elements and principles of design can be manipulated to bring out cultural themes
Use an image-capturing device to capture an image of an item whose design and reflection of the Jamaican culture you think you could improve. Make sketches of your improved design and discuss them with the class		Questions answered. Sketches reflect innovation and cultural identity

Points to Note	Extended Learning
• Trendiness and aesthetic appeal may sometimes conflict with cultural practices, social norms and values • There are gender norms in design • Design helps us to organize our space for practical and decorative purposes	Explore how computers and other electronic devices are contributing to the development of designs / products.

RESOURCES

Cardboard, paper, photograph, brushes, glue, scissors, graph-paper, colours, internet.

KEY VOCABULARY

Applied, collage, decoupage, decorative, grid, graph, pattern, mural, social issues, trend, design concepts

LINKS TO OTHER SUBJECTS

Information Technology, Performing Arts - (Music, drama), History, Family and Consumer Management

About the Unit

In this unit students will learn to:

- Explain the stages of the Design Process
- Design evolution
- The relationship between design innovation and human development
- Create designs for specific purposes.
- Design/construct models and prototypes
- Critique/evaluate designs and products
- Establish criteria for evaluation

Guidance for the Teacher

Verbal/visual/design diaries sketchbooks can be used to establish an on-going dialogue with each student about his/her progress. A dialogue sheet should be set up in each diary/sketchbook and be used for the duration of the project.

Career Link

Consider the possibilities:
- Game Designer
- Graphic Designer
- Toy Designer

UNIT 4: Design Evolution

STRANDS:

• Design

• Art Creation

• Aesthetics

• History & Culture

• Criticism

VISUAL ARTS ATTAINMENT TARGETS:

• Develop designs for functional or non-functional use

• Use a range of media, tools, and techniques to bring together the skills of observation, interpretation, representation and rendering to create works of art.

• Investigate the sources related to the symbols and messages contained in the art object.

• Participate in an informed discourse about art so as to increase their understanding and appreciation of art

• Understand the works of art of the past and of the person(s) who created them and be able to locate them within a cultural context.

OBJECTIVES- Students should be able to:

• Outline the stages of the design process

• Select a popular product and redesign to appeal to popular culture

• Conduct a research on the evolution of a product that Is currently being used.

• Analyze and evaluate a product design using established criteria

ICT ATTAINMENT TARGETS:

DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

DIGITAL CITIZENSHIP - recognize the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

STEM ATTAINMENT TARGETS:

SCIENCE- Appreciate the importance of scientific methods and be aware of safety procedures to be taken when using equipment and materials.

TECHNOLOGY- Develop an understanding of the attributes of design

ENGINEERING- Create works of art using the design process

MATHEMATICS- Explore paths , geometric shapes and space and make generalization about geometric relationships within the environment

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Talk about their personal reactions to a range of selected objects in terms of their appearance, function and value to society. Research using online or offline sources, the evolution of the design of e.g. – an iron or washing machine or a cellular phone. Make deductions from the research to determine whether or not changes in design were functional and a response to consumer needs. Discuss the relationship between design innovation and human development.	• **Communicate information using online journal e.g. blogs** • **Do video recording Insert video in software Post comments and information safely and responsibly** • **Publish original documents using word processing software and other technology tools.** • **Discuss processes** • **Develop design briefs** • **Make models/ prototypes** • **Evaluate art work** • **Work in groups**	Reactions to objects/designs explain functional design, consumer need and the relationship between design innovation and human development.
Discuss the design process. From the discussion, develop a design brief for a personal portfolio. Design and make the portfolio in which they will demonstrate their ability to use the elements and principles of design to portray a theme. Check to make sure they are following their design briefs. Following the completion of the portfolio, evaluate the finished work against their briefs and make suggestions for improving each other's portfolio.		Design brief written and used to guide the development of the portfolio.
Use voice recordings/video recordings/journal entries/a sketch book or blog posts to record personal ideas, reactions and analyses of design innovations in their environment. Invite other students to share their blog. In groups identify a product they want to redesign.		Personal ideas, analysis and reactions about design innovations recorded and shared.
Conduct information search online to trace the history of the product, the technique and materials used to make it, how it has been adopted over various historical periods and across cultures. Note how the designers manipulated any particular medium or technique. Redesign and create a model/ prototype of a utilitarian object used in everyday life. Write a set of criteria for evaluating the finished work.		Information search addressed interpretation, function and value in art work, identifying when and where art works were created, and analyzing characteristic features of art works from various historical periods and cultures

Learning Outcomes

Students will be able to:
- demonstrate an understandign of the evolution of design and changes in technology which gave rise to such developments
- Analyse designed objects using elements and principles of design
- Understand the concept of the design process
- Use criteria to evaluate products
- Research and report on the evolution of a product design
- send electronic communication and exchange files
- create audio/video recording for particular audiences
- recognise some of the dangers associated with internet use and demonstrate safe online behaviours

Points to Note

- The design cycle helps to clarify design solutions
- Designers often write a brief as a guide for their production
- Online postings should be made safely and responsibly

Extended Learning

- Browse the internet to observe products at different stages of their development
- Research persons in their neighbourhood who have created/invented a product

RESOURCES
Internet resources, paper, glue, plastic, wire, paint, paint brush, markers, drawing pencils, computer, video/audio recording device

KEY VOCABULARY
Design process, design cycle, evolution, utilitarian, redesign, layout, model, design brief, portfolio,

LINKS TO OTHER SUBJECTS
Information Technology, Performing Arts (Music, drama), History, Family and Consumer Management, English Language - research and report findings (written /oral)

NSC

VISUAL ARTS

GRADE 7: **TERM 2**

About the Unit

In this unit students will learn to:

 • Recognize different type of forms and their classification
 • Identify basic perspective techniques
 • Modify lines and shades to create various forms and the illusions of depth
 • Manipulate media and material within a composition
 • Differentiate between negative and positive space
 • Research the origins of drawing and how they documented history over a period of time

Guidance for the Teacher

When undertaking the delivery of this unit, sufficient examples of graphic and visual aids must be made available. The various aids will be a source of inspiration and motivation as some students tend to may feel inept towards drawing. The students must be encouraged to not only create from imagination but also from observation. The digital media can be used as a tool of reference to a collection of artworks specific to this topic.

The purpose of drawing at this stage is to sensitize the student to the various drawing media. The students will then be guided through their exploration of the elements and principles of design.

Career Link

Consider the possibilities:
 • Art Director
 • Architect
 • Animator

Prior Learning

Check that students can:

- **Define design**
- **Apply the elements and principles of design product development**
- **Demonstrate basic computer skills.**

UNIT 1: Drawing

STRANDS:

- Design
- Aesthetics
- Art Creation
- History & Culture
- Criticism

VISUAL ARTS ATTAINMENT TARGETS:

- Develop designs for functional or non-functional use
- Create a variety of two and three dimensional art forms that represent personal expressions through the skilful application of the elements and principles of design
- Discuss, appreciate and answer questions about the nature and value of art
- Understand the works of art of the past and of the person(s) who created them and be able to locate them within a cultural context.
- Through the process of describing, analyzing interpreting and judging art, develop an appreciation for the art they create and those of others.

OBJECTIVES- Students should be able to:

- Recognize and interpret a variety of shapes
- Apply perspective techniques in the creation of design
- Create a form containing positive and negative space
- Develop basic skill in handling drawing tool
- Identify the use of drawing medium within the works of local artist
- Identify ways in which drawing documents human development
- Compare and contrast the relationship between shape and form

ICT ATTAINMENT TARGETS:

RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

STEM ATTAINMENT TARGETS:

SCIENCE   - Appreciate the importance of scientific methods and be aware of safety procedures to e taken when using equipment and materials

TECHNOLOGY - develop an understanding of the relationships among technologies and the connections between technology and other fields of studies

                        - develop an understanding of the influence of technology on history

                        - develop an understanding and be able to select and use manufacturing technology

ENGINEERING - Create works of art using the design process

MATHEMATICS - Collect, organize, interpret and represent data and make inferences by applying knowledge of statistic s

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Define the following terms using online or offline data source: - • Space (Negative and positive) • Form (geometric and organic) • Perspective (Perspective technique i.e. placement, overlapping, size, shading, linear, value and focus.)	• Conduct electronic search • Research drawing tools • Define art terms • Explore drawing media	Terms researched and defined
Investigate the use of drawing across the ages and their purpose within the society of origin. Explore drawing with various media, including digital drawing tools.		The origin of drawing tools used throughout the ages in different societies researched and explored to create personal drawings
Visit a virtual/ real gallery and observe some imaginative compositions of local and international artists. Discuss how the elements are arranged in the compositions and how successful they are in drawing in and pulling the viewer's eyes across the whole painting so that everything is taken in and finally settling in on the focal point of the painting.		Observations carried out and the findings used to inform the discussion about the use of the elements and principles in composition.
Create an imaginative composition, through the exploration of shape, space and form, demonstrating one point and two point perspectives within their compositions.		Imaginative compositions explored using shape, space, form ,tones and one and two-point perspective
Draw/ create forms through the use of perspective, tones or modelling techniques to give the illusion of depth.		Actual and invented forms are treated to create the illusion of depth.

Learning Outcomes

Students will be able to:
- ✔ demonstrate an understandign of the evolution of design and changes in technology which gave rise to such developments
- ✔ Recognize the elements of shape, space form and the principle of perspective in an artwork
- ✔ Produce a two dimension work of art that shows a correlation of shape, space, form and perspective
- ✔ Demonstrate basic skill of the drawing medium
- ✔ Appreciate the origins of drawings and their purpose
- ✔ Locate relevant information on the internet by using successful search strategies

Points to Note

- It is best to experiment with a number of drawing media before settling on any one media
- Three-dimensional artwork has depth as well as width and height
- Two-dimensional artwork can achieve the illusion of form with the use of perspective and/or shading or modelling techniques
- Organic forms do not have specific names associated with them and are often associated with naturally occurring forms
- Geometric forms have specific names associated with them and are typically man-made namely, cone, cube, sphere, cylinder

Extended Learning

- Browse the internet for further information and the various techniques in drawing
- Make sketches of everyday object
- Visit local and online galleries to view drawing compositions

RESOURCES
CDs, paint, paintbrushes, paper, drawing pencils, pastels, charcoal, computer/internet and any other available resources, note pads, sketchbooks, pen, pencils, charcoal, graphite

KEY VOCABULARY
Contour ,tone ,Flat , transparent ,,foreshortening, implied , cropping, form, perspective, ellipse

LINKS TO OTHER SUBJECTS
History- Research Skills

About the Unit

In this Unit students will learn about/to:

- Creating aesthetically pleasing pictures using a variety of media techniques and processes
- The historical, contemporary and cultural context of various picture making techniques
- The process of interpreting works of art based on technique
- The nature and processes of artistic expression by examining the background of the artist and the social context in which they create

Guidance for the Teacher

Collage is a medium in which the artist glues bits of torn paper, photographs, fabric or other materials to a flat surface. One Jamaican collagist is Hope Brooks. Two well know modern artists who have developed the techniques of collage were Henri Matisse and George Braque .
Mosaic is an artwork made by fitting together small pieces of paper, stone, tile or glass.
When undertaking the delivery of this unit the teacher must ensure that an assortment of materials is available and in a variety of textures, shapes, colour and sizes.

Career Link

Consider the possibilities:

- Illustrator
- Consultant
- Multimedia Designer

UNIT 2: Picture Making

STRANDS:

- Design
- Art Creation
- Criticism
- History & Culture
- Aesthetics

VISUAL ARTS ATTAINMENT TARGETS:

- Develop designs for functional and non-functional use
- Create a variety of two and three dimensional art forms that represent personal expressions through the skilful application of the elements and principles of design
- Use a range of media, tools, and techniques to bring together the skills of observation, interpretation, representation and rendering to create works of art.
- Through the process of describing, analyzing interpreting and judging art, develop an appreciation for the art they create   and those of others.
- Understand the works of art of the past and of the person(s) who created them and be able to locate Them and be able to locate them within a cultural context.

OBJECTIVES- Students should be able to:

- Produce design solutions for project execution
- Evaluate own design and that of others using the principles of design
- Identify design patterns and trends and use them to modify personal designs
- Demonstrate increasing creativity in manipulating the elements of design to achieve original designs
- Create and develop designs inspired by the environment
- Apply the elements and principles of design to solve design problems and produce aesthetically pleasing designs

ICT ATTAINMENT TARGETS:

RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

STEM ATTAINMENT TARGETS:

SCIENCE - Appreciate the importance of scientific methods and be aware of safety procedures to e taken when using equipment and materials

TECHNOLOGY - develop an understanding of the relationships among technologies and the connections between technology and other fields of studies

- develop an understanding of the influence of technology on history

- develop an understanding and be able to select and use manufacturing technology

ENGINEERING - Create works of art using the design process

MATHEMATICS - Collect, organize, interpret and represent data and make inferences by applying knowledge of statistics

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Discuss and demonstrate how the elements and principles of design operate in the different parts of a picture. (background, foreground, middle ground) For example: perspective - sizes of objects vary Colour - Colour changes Emphasis - Identifying focal point or centre of interest	• **Discuss and apply elements and principles of design.** • **Create collage and mosaic** • **Understand and use tandard browser** • **Conduct electronic search** • **Discuss artists and how they have been influenced**	Performance based application of the elements and principles of design in the parts of a picture discussed and demonstrated
Explore Collage as a means of Picture Making. Examine the collage works of Pablo Picasso, George Braque and other collage artists and use them as inspiration to create their own collage, emphasizing colour, shape and texture and emphasis.		Collage reflects a variety of shape ,colour and texture. There is a clear emphasis in the composition.
Collect an assortment of seeds according to colour size and texture. If desired, dye then dry the seeds and use them to produce a mosaic focusing on the foreground as the major point of interest.		Finished mosaic combined colour, size and texture of seeds. The foreground contains the major point of interest
Discuss the things which may influence an artist. In groups conduct a research on the life of Pablo Picasso to launch an investigation into how his background and emotional state influenced his artistic expressions (Blue period, pink period and collage).		Impact of Pablo Picasso life on his art researched
Use ideas/things/concepts that influence them personally, to individually create an abstract, mixed-media composition (e.g. paper and paint)		Abstract, mixed-media composition created

Students will be able to:
- Make pictures using the elements and principles of design
- Produce a picture collage and a mosaic
- Create portfolios
- Locate relevant information on the internet by using successful search strategies
- Plan and conduct research using a wide variety of electronic sources

Points to Note

- Aesthetically pleasing pictures can be created on paper through the use of media techniques and processes
- All picture making techniques have a historical, contemporary and cultural context
- Interpreting works of art requires knowledge about how the medium was used, the methods involved and the choice of subject matter

Extended Learning

- Students can research on materials that can be used to create collages and mosaics
- Visit galleries and local artists to view/explore artworks – picture making

RESOURCES

Assortment of found and recycled materials, glue, paper, scissors, assortment of seeds, computer, internet

KEY VOCABULARY

Collage, mosaic, picture making, foreground, middle distance, background, craftsmanship, portfolio

LINKS TO OTHER SUBJECTS

History- some outstanding people and the things that influenced them to do the things they did; Health and family Life education – the power of influence.

About the Unit

In this unit students will learn to:

- How to present unique and original solutions for functional or non-functional pieces
- How to create three dimensional art forms that represent their expressions thorough their own skills and techniques taught by the teacher
- About mobiles and other forms of three dimensional art and their relationship to space
- How to interpret art based on the technique used to create it
- The history of mobile
- The works of Alexander Calder

Guidance for the Teacher

Three dimensional activities and related resources should be introduced to the students. The teacher should be a facilitator and /or a collaborator for the students to be able to express his or her self within the given idea that is to be experienced. The student should be motivated to solve and resolve their art concepts and creations alone or with peers, in a timely manner. The teacher should encourage confidence and self-development that will enable the students to judge works of art , whether or not it their own or works done by other artists.

Career Link

Consider the possibilities:

- Cinematographer
- Costume Designer
- Chorographer

Prior Learning
Check that students can:
   Identify the difference between three dimensional and two dimensional art

UNIT 3: Experiencing Three-Dimension

STRANDS:

• Design

• Art Creation

• History & Culture

• Aesthetics

• Criticism

VISUAL ARTS ATTAINMENT TARGETS:

• Develop designs for functional or non -functional use

• Create a variety of three dimensional art forms that represent personal expressions through the skilful application of the elements and principles of design

• Use a range of media, tools, and techniques to bring together the skills of observation, interpretation, representation and rendering to create works of art

• Conceptualize and present on the values in art, metacriticism, artistic expressions and artistic experiences

• Understand the works of art of the past and of the person(s) who created them and be able to locate them within a cultural context

• Synthesize, authenticate and convey meaning in inquiring about artists

• Participate in an informed discourse about art so as to increase their understanding and appreciation of art

• Through the process of describing, analyzing interpreting and judging art, develop an appreciation for the art they create and those of others

OBJECTIVES- Students should be able to:

• Use forms to create three dimensional art

• Write definitions for form and function

• Research the history of a three dimensional art form and write definitions for terms related to the form

• Create three dimension art for specific purpose

• Make objects to reflect personal expression

• Talk about three dimensional art or artefact in the time line of history and culture

• Reflect culture and form in a chosen quick working medium

• Analyse the relationship between objects and space in three dimensional art

• Describe the use of the elements in three dimensional art forms

• Make judgement about the form and function of three dimensional art forms

ICT ATTAINMENT TARGETS:

RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

STEM ATTAINMENT TARGETS:

SCIENCE - Appreciate the importance of scientific methods and be aware of safety procedures to be taken when using equipment and materials

TECHNOLOGY - develop an understanding of the relationships among technologies and the connections between technology and other fields of studies

- develop an understanding of the influence of technology on history

- develop an understanding and be able to select and use manufacturing technology

ENGINEERING - Create works of art using the design process

MATHEMATICS - Collect, organize, interpret and represent data and make inferences by applying knowledge of statistics

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Identify characteristics of mobiles by researching them whether online or via other media and discussing a variety of mobiles. Identify materials (indigenous, recycled, traditional, contemporary) suitable for constructing mobiles.	• Understand and use standard browser features • Conduct electronic search for kinds of information • Identify specific art materials • Construct mobiles • Display mobiles • Make sketches • Develop design brief	Characteristics of mobiles researched. List of indigenous, traditional and contemporary materials suitable for constructing a mobile identified.
Look at the mobiles of Alexander Calder and discuss the historical and cultural context in which he worked. Talk about the moods portrayed in his works and the elements and principles that were dominant in creating those moods		Personal style and discriminations within the context of historical and contemporary styles demonstrated in the making of a mobile. Materials and techniques selected and used to achieve desired effects in finished mobile
Select a theme based on culture or history or of a subjective nature. Write a design brief for their mobile. Make sketches/notes about the elements and principles of design they will emphasize in their work. With the assistance of the teacher, consider where the finished mobile will be displayed as part of your design brief. Use materials from the list identified, make and display their mobiles. Use their design briefs to assess the finished mobile		Finished mobile reflects the details of the design brief.

Students will be able to:
- ✔ Construct and critique three dimension art
- ✔ Appreciate the relationship between space and three dimension art
- ✔ Locate relevant information on the internet by using successful search strategies

Points to Note	Extended Learning
Mobiles are a type of suspended sculpture based on the principle of balance and characterized by the ability to move.	Use an online source to research the works of Alexander Coper and experiment with a variety of colours , shapes and forms to reproduce one of his mobiles.

RESOURCES

Wire, twig or stick, string, glue, news-paper , cartridge paper, balloon, boxes, computer, internet

KEY VOCABULARY

Mobile, movement, kinetic movement, design brief

LINKS TO OTHER SUBJECTS

Movements in Science; shape and form in Mathematics ; rhythm in music; reading and recording in English Language

NSC

VISUAL ARTS

GRADE 7: **TERM 3**

About the Unit

In this unit students will learn to:

- The diversity of Printmaking
- Simple nature of how basic printmaking can be developed into a diverse statement
- Produce works on paper created and presented with aesthetic value
- Work with an experimental nature which should allow the student self-expression
- Employ techniques to their work that would be demonstrated
- Organize tools and equipment and work space in an effective manner to produce quality works in printmaking
- Plan, print and show knowledge of artists proof and edition works
- Know about printmaking artists and printmaking tools and equipment

Guidance for the Teacher

Printmaking is based on pressing and rubbing. The students must be introduced to the history of printing and the evolution of printmaking. The teacher must be prepared to talk to the students about various well known artists and how they went about being creative in using printmaking to express specific ideas. One of the first experience which could be outlined with rubbing could be Frottage as well as pressing could be block printing. Later on screen printing could be experienced or introduced to the student as another kind of pressing experience in the technique of printmaking. The student should be made aware of the variety of techniques in printmaking which is available for them to explore. Some other techniques are etching, dry point, wood-cut, linoleum-cut, collagraph, lithograph, silk-screen or serigraphy, mezzotint, Aquatint, soft varnish or vernis mou, photo sensitive – polymer plate or solar plate and a favourite monotype.

Methods and outcome of Monotype

Monotype or sometimes called mono print is a surface printmaking technique and a one of a kind meaning that it is not an edition printing technique. Monotype can be prepared on copper, zinc, Plexiglas or glass. From each of these surfaces the effects will be different in terms of texture and clarity of image. Some effects that can be arrived are watercolour, texture, contrasting and muted.

Oil based or acrylic paints or printers inks can be used to paint an image on the surface which is decided on for making the print. Oil pastels can also be a versatile medium to be used for creating images for getting clarity and experimenting in monotype prints. Most time there is an element of surprise when the print is pulled. Bear in mind that monotype prints are quick working technique in printmaking.

Students should know the difference between intaglio and relief and stencil printmaking. They should also be made to know the different kinds of printing presses and hand methods of printing. Students should be made aware that the image printed will be a mirror effect and the printmaking language should be encouraged.

Consider the possibilities:

- Make- up Artist
- Jeweller
- Merchandizer

Prior Learning

Check that students can:
Use and manipulate basic printmaking tools and equipment

UNIT 1: Printmaking

STRANDS:

- Design
- Art Creation
- History & Culture
- Aesthetics
- Criticism

VISUAL ARTS ATTAINMENT TARGETS:

- Develop designs for functional or non-functional use
- Create a variety of two dimensional art forms that represent personal expressions through the skilful application of the elements and principles of design
- Discuss, appreciate and answer questions about the nature and value of art
- Conceptualize and present on the values in art, metacriticism, artistic expressions and artistic experiences
- Understand the works of art of the past and of the person(s) who created them and be able to locate them within a cultural context
- Investigate the sources related to the symbols and messages contained in the art object
- Participate in an informed discourse about art so as to increase their understanding and appreciation of art
- Through the process of describing, analyzing interpreting and judging art, develop an appreciation for the art they create and those of others

OBJECTIVES- Students should be able to:

- Work in an effective manner to produce quality works on paper
- Create unique and original works on paper
- Discourse and written information about printmaking
- Research printmaking artists and different kinds of prints
- Assessing works on paper and techniques in printmaking

ICT ATTAINMENT TARGETS:

RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

STEM ATTAINMENT TARGETS:

SCIENCE - Appreciate the importance of scientific methods and be aware of safety procedures to be taken when using equipment and materials

TECHNOLOGY - develop an understanding of the relationships among technologies and the connections between technology and other fields of study

- develop an understanding of the influence of technology on history

- develop an understanding and be able to select and use manufacturing technology

ENGINEERING - Create works of art using the design process

MATHEMATICS - Collect, organise, interpret and represent data and make inferences by applying knowledge of statistics

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Choose a surface which will be suitable to work with in the class such as Plexiglas and from an idea or concept make a colour or black and white painting or drawing with oil pastel on the surface.	• Make judgments • Create painting/drawing • Transfer print	Idea/concept developed in painting/ drawing.
Slightly dampen soft paper with water and a sponge or spray bottle, making sure that the paper is larger than the size of the Plexiglas plate being used. Make sure that there are registration marks around the Plexiglas plate where the paper will be placed over the plate.		Plate and inks for the finished print selected.
When the drawing is done and the paper is registered, place it under an etching press and press or hand- press with a brayer to get the image transferred to the paper.		Clarity and mutation of image and accuracy of registration realised after the print is pulled.

Learning Outcomes

Students will be able to:
- ✔ Know about some printmaking activity and experience some aesthetic value of printmaking.
- ✔ How to create and view printmaking works on paper differently than a reproduction of an original painting.

Points to Note

- Acrylic paints are fast drying and must work extra fast during the printing process
- The edges of the print should be free of spreading colours
- The image will be a mirror effect-meaning the reverse of the image will be the printed outcome

Extended Learning

Students are encouraged to experiment on their own, i.e. using the monotype printmaking techniques, they can make greeting cards for special occasions.

RESOURCES

Printing plate, soft paper, printmaking inks, oil/acrylic paints, oil pastels, hand brayer, an intaglio printer's press

KEY VOCABULARY

Printmaking, brayer, printer's press, printing plate, printmaking inks, acrylic paints, oil pastels, spread-ink

LINKS TO OTHER SUBJECTS

Science, social studies, Mathematics and English

About the Unit

In this Unit students will learn about/to:

- Explore different decoration techniques on paper and fabric
- Motifs, pattern and pattern planning
- Design a motif and use it to create pattern
- Research other cultures to identify symbols used in surface decoration and use the information as inspiration for design development.
- Develop design using themes.
- Prepare products for display.

Guidance for the Teacher

Be aware of the content material covered in grade four to six. Make sure to provide adequate visual resource to stimulate students' interest in the topic. Initiate discussion on "why people decorate fabrics" supported by video or PowerPoint presentations.
Students must be informed to carry protective clothing for the printing process.

Career Link

Consider the possibilities:

- Museum Curator
- Set Designer
- Art Production Manager

Prior Learning

Check that students can:
- Apply the elements and principles of design to problem-solving.
  - Use nature and man-made objects as a source of design.
  - Apply basic computer skills.

UNIT 2: Surface Design

STRANDS:
- Design
- Art Creation
- Criticism
- History & Culture
- Aesthetics

VISUAL ARTS ATTAINMENT TARGETS:
- Develop designs for functional or non -functional use
- Create a variety of two and three dimensional art forms that represent personal expressions through the skilful application of the elements and principles of design
- Use a range of media, tools, and techniques to bring together the skills of observation, interpretation, representation and rendering to create works of art.
- Discuss, appreciate and answer questions about the nature and value of art.
- Understand the works of art of the past and of the person(s) who created them and be able to locate them within a cultural context.
- Investigate the sources related to the symbols and messages contained in the art object.
- Participate in an informed discourse about art so as to increase their understanding and appreciation of art.
- Through the process of describing, analyzing interpreting and judging art, develop an appreciation for the art they create and those of others.

OBJECTIVES- Students should be able to:
- Identify and design motifs for pattern development.
- Identify and demonstrate the different types of pattern arrangements.
- Recognise symbols from other cultures and incorporate them in their designs.
- Create designs using themes.
- Illustrate different surface decoration techniques on paper and fabric.
- Organize works of art for display.

ICT ATTAINMENT TARGETS:

RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

STEM ATTAINMENT TARGETS:

SCIENCE - Appreciate the importance of scientific methods and be aware of safety procedures to be taken when using equipment and materials

TECHNOLOGY - develop an understanding of the relationships among technologies and the connections between technology and other fields of study

- develop an understanding of the influence of technology on history

- develop an understanding and be able to select and use manufacturing technology

ENGINEERING - Create works of art using the design process

MATHEMATICS - Collect, organise, interpret and represent data and make inferences by applying knowledge of statistics

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: View an online or offline video presentation about decorated fabric and the different processes. Gather information from the internet or other sources on various cultures such as – African, the Orient and Caribbean and the symbols they use in surface decorations. For example: Kente Cloth, Adinkra (Ghana), Tie Dye and Batik (Orient), Rastafarian motifs (Caribbean) These ideas should be used as a source of inspiration for their design development.	• Understand and use standard browser features • Conduct electronic search • Create motifs • Design patterns • Design using Tie-dye • Create stencils	Information on symbols used by various cultures gathered.
Design a gift-wrap paper, based on a theme, by constructing a pattern technique sheet. Draw twenty-four blank squares to fill a sheet of paper. In one box draw a motif from their research or imagination. Create a stencil and repeat the pattern to complete the exercise. Select a pattern arrangement and repeat the motif to form a pattern.(Design may be supported by the aid of the computer).		Pattern appropriately developed and applied to create gift–wrap paper.
Using two colours, tie-dye a square of cloth suitable for making a handkerchief. Two tie-dye techniques must be used.		Handkerchief designed using two tie-dye techniques and two colours.
Research and illustrate a variety of surface decoration techniques. Emphasize the elements of shape and colour in their illustrations.		Shape and colour applied to illustrations of surface decorations.

Students will be able to:
- ✔ Produce surface decorated products (wallpaper ,gift wrap, garments)
- ✔ Associate specific designs with various cultures.
- ✔ Identify the central motif in a pattern.
- ✔ Create designs using themes and symbols.
- ✔ Mount a display.
- ✔ Locate relevant information on the internet by using successful search strategies.

Points to Note	**Extended Learning**
Registrations must be completely dried before they are stored.	• Interview artists and crafts persons who practice the craft • View video clips of crafts persons creating prints and displaying them • Observe patterns in everyday life

RESOURCES

Internet resources, computer, community resource persons, bond paper, printing inks, fabric, dyes

KEY VOCABULARY

Motif, pattern, types of pattern (random, stripe, border, all-over, brick)

LINKS TO OTHER SUBJECTS

Social studies – awareness of diversity of symbols, customs and practices among different groups

Culture – cultural symbols

Mathematics – measurement

Technical Vocational Education – career awareness

About the Unit

In this unit students will learn to:

- Recognize and understand different types of typefaces.
- Manipulate lines to create various types of typefaces.
- Appreciate the historical development of lettering and how lettering affects society.

Guidance for the Teacher

When undertaking the delivery of this unit, it is important to include digital media in the delivery of the lessons. Using the methodology of demonstration will service to guide the students in their creations. The students also need to be encouraged to see the use of graphic in the environment so that they can have a better appreciation for the skill.

The purpose of graphic design at this stage is to develop communication skills through lettering and illustration.

Career Link

Consider the possibilities:

- Landscape Artist
- Environmental Planner
- Exhibit Designer

Prior Learning

Check that students can:
- Recognize graphic agents within the environment.
- Appreciate the purpose of lettering in communication.

UNIT 3: Graphic Design

STRANDS:

- Design
- Art Creation
- Aesthetics
- History & Culture
- Criticism

VISUAL ARTS ATTAINMENT TARGETS:

- Develop designs for functional or non -functional use
- Create a variety of two and three dimensional art forms that represent personal expressions through the skilful application of the elements and principles of design
- Use a range of media, tools, and techniques to bring together the skills of observation, interpretation, representation and rendering to create works of art
- Discuss, appreciate and answer questions about the nature and value of art
- Understand the works of art of the past and of the person(s) who created them and be able to locate them within a cultural context
- Investigate the sources related to the symbols and messages contained in the art object
- Participate in an informed discourse about art so as to increase their understanding and appreciation of art
- Through the process of describing, analyzing interpreting and judging art, develop an appreciation for the art they create and those of others

OBJECTIVES- Students should be able to:

- Develop students' awareness to Graphic design and its role in communication in our environment.
- Identify the five basic lettering styles e.g. Block, Italic, Gothic and Roman.
- Identify the upper and lower case lettering and writing in formal hand.
- Create unique lettering
- Design an original lettering style in upper case and lower case.
- Appreciate the historical development

ICT ATTAINMENT TARGETS:

DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

STEM ATTAINMENT TARGETS:

SCIENCE - Appreciate the importance of scientific methods and be aware of safety procedures to be taken when using equipment and materials

TECHNOLOGY - Develop an understanding of the relationships among technologies and the connections between technology and other fields of studies

- Develop an understanding of the influence of technology on history

- Develop an understanding and be able to select and use manufacturing technology

ENGINEERING - Create works of art using the design process

MATHEMATICS - Collect, organize, interpret and represent data and make inferences by applying knowledge of statistic s

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Identify examples of different types of lettering with the use of graphic agents such as posters, signs, online images etc.	• Understand and use standard browser features • Conduct electronic search for kinds of information • Create and format illustrations • Construct letters • Collect lettering styles	Graphic agents comprising of a variety of lettering identified.
Define the terms: - Graphic Design Lettering (Typography and Calligraphy) Illustration Upper Case Lettering Lower Case Lettering		Terms correctly defined.
Investigate using online or offline data sources the origins of the basic lettering styles i.e. block, italic, roman and gothic. Demonstrate the construction of letters with the aid of graph sheets or grid patterns or graphics software.		Origin of basic lettering styles researched.
Create a series of words (i.e. ice, fire, thick, thin etc.) using their own unique lettering style to match the meaning of the word. The students will take into consideration the upper and lower case in their designs.		Words constructed to reflect uniqueness and reflection of the meanings.
Create a record of lettering styles used in local advertisement by collecting samples from newspaper, magazines and the internet.		Collection of lettering styles reflects a variety of those used in local advertisments.

Learning Outcomes

Students will be able to:
- Identify the use of the different lettering style in the environment
- Design unique lettering to aid visual communication in graphic design
- Explore the origins of lettering and its purpose in effective communication
- Appreciate the role of graphic artists in the field of commerce
- Publish original documents using word processing/graphic software and other technology tools
- Locate relevant information on the internet by using successful search strategies
- Plan and conduct research using a wide variety of electronic sources

Points to Note

- The students must be encouraged to consider spacing, thickness and suitability, when constructing the unique lettering design
- Check current website for sample of works and demonstration clips for example: - www.youtube.com

Extended Learning

- Browse the internet for further information and the various techniques in drawing
- Design a personal monogram
- Check labels and packing to of produces and see how the lettering relates to the product and service offered
- Screen printing on t-shirts for advertisement

RESOURCES
CDs, graphic agents, computer, internet, note pads, sketchbooks, pen, pencils, rulers, graph sheets

KEY VOCABULARY
Font , type , uppercase ,clarity, constructing line ,spacing , lowercase

LINKS TO OTHER SUBJECTS
History- Research Skills

NSC

VISUAL ARTS

GRADE 8 UNITS

TERM 1

Unit 1 (3 weeks)
Learning from the Masters
A survey of local and international 20th century masters in visual arts
Critical analysis of 20th century masterpieces
Appropriation in Art
Assess and compare the use of elements and principles of design in the works of local and international artist.

Unit 2 (3 weeks)
Art Movements
Themes, media, techniques and approach to expression.
Timeline of art movements
Art movements that influenced the work of Jamaican artists.

Unit 3 (4 weeks)
Mixed Media
Basic skills and technique in manipulating tools and media
Approaches to mixed media.
Caribbean artists who explore mixed media.

TERM 2

Unit 1 (3 weeks)
Life Drawing
Explore the use of contour lines to draw the figure
Drawing the figure to proportions
Drawing portraits using contour lines

Unit 2 (4 weeks)
Product Design
Design thinking
Engineering for innovation
Planning and making prototypes
Cultural images and themes expressed in 3 dimensional forms.

Unit 3 (4 weeks)
Graphic Design (Logo Design)
Logos
Lettering and illustration
Impact of graphic design on society.
Critique in graphic design

TERM 3

Unit 1 (3 weeks)
Graphic Design
Poster Design
Basic skills and techniques in manipulating tools and media
Introduction to Computer Aided
(Design (Graphic Software
History of graphic design and digital technology
(Computer aided Design (Graphic Software

Unit 2 (4 weeks)
Printmaking
Categories in the technique of printmaking
Creating prints using a print making technique

Unit 3 (4 weeks)
Surface Decoration/Fibre Arts
Combining surface decoration techniques
History and culture of weaving.
Basic weaving techniques

TERM 1	TERM 3	TERM 3
Unit 4 (4 weeks) **Drawing** Drawing Techniques Developing competence in drawing, using a variety of techniques.		

There are five Strands and ten key Attainment Targets within Visual Arts

★ ★ ★ ★ ★ ★ ★ ★ ★

STRAND 1:
DESIGN

Attainment Target:
1. Develop designs for functional or non functional use

STRAND 2:
ART CREATION

Attainment Targets:
1. Create a variety of two and three dimensional art forms that represent personal expressions through the skilful application of the elements and principles of design

2. Use a range of media, tools, and techniques to bring together the skills of observation, interpretation, representation and rendering to create works of art

STRAND 3:
AESTHETICS

Attainment Targets:
1. Discuss, appreciate and answer questions about the nature and value of art

2. Conceptualize and present on the values in art, metacriticism, artistic expressions and artistic experiences

STRAND 4:
HISTORY & CULTURE

Attainment Targets:
1. Understand the works of art of the past and of the person(s) who created them and be able to locate them within a cultural context

2. Synthesize, authenticate and convey meaning in inquiring about artists

3. Investigate the sources related to the symbols and messages contained in the art object

STRAND 5:
CRITICISM

Attainment Targets:
1. Participate in an informed discourse about art so as to increase their understanding and appreciation of art

2. Through the process of describing, analyzing interpreting and judging art, develop an appreciation for the art they create and those of others

★ ★ ★ ★ ★ ★ ★ ★ ★

NSC

VISUAL ARTS

GRADE 8: **TERM 1**

Range of Content

Students will develop key concepts and skills by learning:

- An appropriate approach to developing design
- To select suitable media, materials and references for art creation
- To use a thematic approach to develop compositions and concepts in the visual art
- To evaluate works using the vocabulary of visual arts
- To view works of art and formalize a personal interpretation
- To apply the element and principles to the creation of art
- To make the connection to world cultures through art history
- To focus on the nature and value of art

Knowledge and Understanding

- Every artistic creation embodies a design process
- Art can be expressed through a variety of media that has cultural and aesthetic significance
- Art criticism enables the understanding and appreciation of art
- Art plays a role in history and it reflects the culture at the time it was created
- Inquire into the philosophy and value of art lead to a better understanding of art
- Original works of art can be created using a variety of media tools and equipment
- Ideas can be effectively expressed through themes
- Designs evolve over time
- Art is a mean of documentation or recording or re-recording of information

About the Unit

In this Unit students will learn about/ to:

- Create works of art by replicating 20th century master pieces
- Identify and explain how 20th century artists manipulate the use of the elements and principles of designs in their artworks
- Analyze and assess the aesthetic qualities identified in both the original works and the reproduction
- Interpret works of art by exploring cultural heritage
- Determine the attributes of a master piece work of art
- Use the engineering design process in STEM as a method to turn ideas into finished products
- Apply Mathematics, Science, Engineering and Technology concept to real-life situations

Guidance for the Teacher

When undertaking the delivery of this unit, the teacher must have a collection of selected art pieces from which students will choose. The students should also be encouraged to select the appropriate medium for their reproductions.

The main purpose of learning from the masters is not only to introduce the students to the art movements but also to expose them to the various styles of art and their influence on the creation of art   locally, regionally and internationally.

Career Link

Consider the possibilities:

- Art restorer
- Fine art artist
- Graphic Designer

Prior Learning
Check that students can:
  • Demonstrate basic technique of colour mixing.
  • Demonstrate the basic concept of drafting grids and scales
     to reproduce artworks
    • Demonstrate basic understanding of linear measurement
     • Analyse works of art

UNIT 1: Learning from the Masters

STRANDS:

 • Criticism
 • History & Culture
 • Art Creation
 • Aesthetics

VISUAL ARTS ATTAINMENT TARGETS:

 • Use a range of media, tools, and techniques to bring together the skills of
   observation, interpretation, representation and rendering to create works of art
 • Conceptualize and present on the values in art, metacriticism, artistic expressions
   and artistic experiences
 • Understand the works of art of the past and of the person(s) who created them
   and be able to locate them within a cultural context
 • Through the process of describing, analyzing interpreting and judging art,
   develop an appreciation for the art they create   and those of others

OBJECTIVES- Students should be able to:

 • Examine and discuss the use of elements and principles of design in
   works created by 20th century masters
 • Manipulate paint by emulating the master painters.
 • Produce a pastiche
 • Identify various art movements that have influenced local artists
 • Compare and contrast the use of the elements and principles of design
   in works of art
 • Examine paintings created with different media
 • Use successful search strategies to locate relevant information on the
   Internet about the elements and principles of design in works created by
   20th century masters

ICT ATTAINMENT TARGETS:

RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

STEM ATTAINMENT TARGETS:

SCIENCE - Appreciate the importance of scientific methods and be aware of safety procedures to be taken when using equipment and materials

TECHNOLOGY - Develop an understanding of the relationships among technologies and the connections between technology and other fields of study

- Develop an understanding of the influence of technology on history

- Develop an understanding and be able to select and use manufacturing technology

ENGINEERING - Create works of art using the design process

MATHEMATICS - Use the correct units, tools and attributes to of accuracy estimate, compare and carry out the processes of measurement to given degrees

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Conduct on/off line research to investigate the attributes of a master painter of the 20th century, and then produce a power point presentation with the works of artists who are viewed as masters in the visual arts. Analyze these works of art by examining how the artists use the elements and principles of design in the creation of the work.	• Create art work • Create definition • Research, discuss and document effects of technology • Use grid technique • Create Pastiche • Interpret • Analyse • Conduct web search • design rubric • Critique Art production	Work of art using the elements and principles of design satisfactorily demonstrated.
Research, discuss then document in a sketchbook/journal how technology has affected the production and reproduction of art - traditional media and processes versus contemporary media and processes.		The term "pastiche" accurately defined.
Develop a definition for the terms appropriation and pastiche and then discuss to determine the artists intention in doing this type of work, and explain how it affects the copyright law.		The effect of technology on art production and reproduction adequately identified.
Use the grid technique to create pastiche with digital productions as a guide using artworks of local and international artists as reference. E.g. Local: Barrington Watson, Albert Huie, Brian McFarlane; international: ,Salvador Dali, Rembrandt, Rubens, Andre Derain, Vincent Van Gogh.		Pastiche using digital production as a guide completed appropriately.
Develop a rubric in collaboration with the teacher to evaluate the pastiche.		Pastiche satisfactorily evaluated using rubric developed.
Critique individual art production and those of others.		Art Production pieces critiqued appropriately.

Students will be able to:
- Apply knowledge of the elements and principles of design as observed in works of the masters to their own art productions
- Develop an understanding of various art movements
- Produce art works that are aesthetically pleasing
- Use effective search strategies to locate online resources

Points to Note

- A pastiche is a work of art that closely imitates the style of an artist
- The work is usually done to scale so as not to distort the image

Extended Learning

- Continue to use the work of master artists as a springboard for their creation
- Visit galleries on line or locally where possible to study the works of other artists who they admire

RESOURCES
computer and internet resources, sketchbooks, prints of selected works, wet and/dry media

KEY VOCABULARY
Pastiche, grids, scale, proportion, celebration, imitate

LINKS TO OTHER SUBJECTS
Social Studies – local heroes, English Literature- Pastiche'

About the Unit

In this unit students will learn to:
- Classify of artworks within the 20th century according to art movements
- Identify concepts behind the styles that influence the production of art works, from the various art movements
- Explain how scientific advances in the post – Industrial Revolution age influenced changes in the arts

Guidance for the Teacher

To undertake the delivery of this unit, the teacher must have an understanding of the twentieth century art movements in order to guide the students into identifying their characteristics in art works. The students should have an option to use the digital media to present their findings. A student centered approach will allow the students to consolidate their knowledge and understanding, as they learn from each other through group presentations. The students should be encouraged also to select creative ways to present their findings.

The main purpose of learning about the art movements is to explore the concepts behind the various styles and techniques coming out of the 20th century. This unit also aids critical evaluation of works done by local, regional and international artists.

Career Link

Consider the possibilities:
- Art Historian
- Art Director
- Art Critic

Prior Learning

Check that students can:

Analyze works of art based on the elements and principles of design.

UNIT 2: Art Movements

STRANDS:

- Design
- Criticism
- History & Culture
- Art Creation
- Aesthetics

VISUAL ARTS ATTAINMENT TARGETS:

- Use a range of media, tools, and techniques to bring together the skills of observation, interpretation, representation and rendering to create works of art
- Discuss, appreciate and answer questions about the nature and value of art
- Conceptualize and present on the values in art, metacriticism, artistic expressions and artistic experiences
- Understand the works of art of the past and of the person(s) who created them and be able to locate them within a cultural context
- synthesize, authenticate and convey meaning in inquiring about artists
- Participate in an informed discourse about art so as to increase their understanding and appreciation of art

OBJECTIVES- Students should be able to:

- List the various art movements of the twentieth century
- Create a poster of the various art movements of the twentieth century within their timeline
- Cite evidences of the role played by the precursors in the development of each art movement
- Evaluate the common principles or philosophies that govern specific art movements
- Describe the impact of the various art movements on local artists
- Compare and contrast the use of elements and principles in selected twentieth century Art
- Use digital media to create and share multimedia presentations which incorporate text, audio, videos, and links to external sources
- Acknowledge the owners or creators of digital materials
- Use appropriate search strategies to locate relevant information

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.

RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

STEM ATTAINMENT TARGETS:

SCIENCE - Investigate and test hypothesis and be able to analyse data.

TECHNOLOGY - Develop and understanding of the role of troubleshooting, research and development, innovation, and experimentation in problem solving.

ENGINEERING - Create works of art using the design process.

MATHEMATICS - Collect, organize, interpret and represent data and make inferences by applying knowledge of statistics and probability.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Define the terms art movement and timeline, and then select one of the following themes and design a chronological timeline of an art theme used in the 20th century art movement. Children in works of art, nature, sports, motion, fantasy, self –portrait, work or play.	• Create art work • Create definition • Research, discuss and document effects of technology • Use grid technique • Create Pastiche • Interpret • Analyse • Conduct web search • Design rubric • Critique Art production	Graphic agents comprising of a variety of lettering identified.
Select three (3) paintings, one each from a different 20th century art movement and compare and contrast them by identifying and listing their similarities and differences. Use any of these six ways for writing comparisons subject matter, theme, big idea, elements of art, and principles of art, style and technique. Use this information to create movements in art technique chart.		The term "pastiche" accurately defined.
Create a list of the art movements and their timelines within the 20th century. Work in groups using online/offline resources to investigate selected art movements, the precursors, examples of artworks and the principles and philosophies that govern specific art movements.		The effect of technology on art production and reproduction adequately identified.
Use appropriate technology to create an educational poster that identifies the pictorial characteristics of a specified art movement and do a group presentation.		Pastiche using digital production as a guide completed appropriately.
Use digital media or any creative device to help with the design and development of multimedia presentation of their findings.		Pastiche satisfactorily evaluated using rubric developed.
Conduct an art history research on local 20th century artists by collecting reproductions of their works of art and compare them with their European counter parts.		Art Production pieces critiqued appropriately.

Students will be able to:
- ✔ Work collaboratively to conduct electronic searches in order to identify various artists and art movements within the 20th century
- ✔ Produce visual aids that outline understanding of the timeline of art movements
- ✔ Recognize the influences of art movements in works of art
- ✔ Evaluate art works against influences of 20th century art movements
- ✔ Use multimedia devices to design and make presentations to classmates

Points to Note

- The group presentation must flow chronologically, so the students can see the transition of one art movement into the next
- The group monitor must ensure that all members participate equally
- The artworks presented for evaluation must be in colour (in other words, the printed or projected works must be as close as possible to the original)
- Remind students to observe and practice online safety, respect, as well as proper posture when using the keyboard

Extended Learning

Use technology devices to research and expand knowledge of pre-twentieth century art movements that may have influenced 21st century concepts.

RESOURCES

Computer/internet resources, art texts, speakers and any other available resources

KEY VOCABULARY

Precursors, styles, media, timeline

LINKS TO OTHER SUBJECTS

History- the renaissance and how it contributes to the development of the 20th century painters

About the Unit

In this Unit students will learn about/ to:

- Explain the importance of mixed media to subject matter, symbols and ideas
- Identify and use basic skills and techniques to produce works of art
- Identify local and Caribbean artists who create mixed-media works of art

Guidance for the Teacher

In delivering this unit students should be encouraged to constantly review their outcomes and be willing to make adjustments, be encouraged to explore media and processes and to delay closure. Emphasize experimentation before completing work.   When students express completion they should be encouraged to reflect on the process through a cycle of reflective questioning, addition subtraction and rearrangement of material and subject matter. Provide a file of instructional materials from which students can augment their own collection. These include, video files, podcasts and images.

Pay attention to mounting the pieces for presentation. Wet or damp work should be dried before putting under glass or plastic.

Career Link

Consider the possibilities:

- Costume designer
- Fine art artist
- Set designer

Prior Learning

Check that students can:
- Demonstrate basic understanding of colour mixing.
- Analyze works of art.
- Apply knowledge of the elements and

UNIT 1: Mixed Media

STRANDS:
- Design
- Criticism
- History & Culture
- Art Creation
- Aesthetics

VISUAL ARTS ATTAINMENT TARGETS:
- Develop designs for functional or non -functional use
- Create a variety of two and three dimensional art forms that represent personal expressions through the skilful application of the elements and principles of design
- Understand the works of art of the past and of the person(s) who created them and be able to locate them within a cultural context
- Participate in an informed discourse about art so as to increase their understanding and appreciation of art
- Discuss, appreciate and answer questions about the nature and value of art
- Develop an appreciation for the art they create and those of others

OBJECTIVES- Students should be able to:
- Create works of art based on a given theme through the combination of a variety of media
- explore different techniques for creating a mixed-media painting
- identify and discuss mixed-media artworks produced by Jamaicans or Caribbean artists
- Participate in online discussions using class blog
- Demonstrate respects to others in online discussion forum

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.

Recognize the human, ethical, social, cultural issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

STEM ATTAINMENT TARGETS:

SCIENCE - Investigate and test hypothesis and be able to analyse data.

TECHNOLOGY - Develop and understanding of the role of troubleshooting, research and development, innovation, and experimentation in problem solving.

ENGINEERING - Create works of art using the design process

MATHEMATICS - Collect, organize and interpret and represent data and make inferences by applying knowledge of statistic and probability.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: View a mixed-media work of art done by a Caribbean artist such as Karl 'Jerry' Craig(Jamaican) or Charro (Cuban) examine its expressive qualities and then create a painting using the artist's technique and media.	• Create art work • Observe mix-media works of art • Discuss expressive qualities • Choose suitable material and justify choices. • Create a sketch • Research collage making process and make notes. • Use themes to create artwork • Post comments online • Critiques artwork • Develop rubric • Display artwork • Share ideas via class blog	Expressive qualities of artworks done by Caribbean artists such as Charro and Karl Craig correctly identified.
In groups students should make a list of the different types of paper that can be found in their immediate environment that could be added to a painting. Create a design with these papers by cutting them in to various shapes and sizes and use it as a background for a final painting and/or a collage.		List of materials that could be added to a painting on paper appropriately chosen and justify.
Create final work which may include any combination of drawing, painting, collage, photomontage and other techniques of composition based on a seasonal theme such as Heritage Week.		Sketch created for a final painting and/or a collage created adequately. Collage making process appropriately researched. Themes appropriately chosen for drawing, painting, collage, photomontage and other techniques.
Reflect on their final artwork and in both oral and written form, explain choices, strengths and areas for improvement.		Final artwork appropriately critiqued.
Develop rubric in collaboration with teacher for critique and assessment.		Rubric developed for critique and assessment in collaboration with teacher accurately.
Develop rubric in collaboration with teacher for critique and assessment.		Artworks correctly displayed on wall space.
Display the work on wall spaces.		Ideas appropriately shared via class blog.
Share ideas of their art creation with e-pals via class blog, acknowledging respect to others in the discussion forum.		Rubric for participation in class blog: • Quality of writing/post (rules of English Language and art–related terms) • Timeliness of post • Reflection on learning experience

Students will be able to:
- Create a work in mixed-media expressing a given theme
- Share learning experience with e-pals via class blog, exercising respect in online environment.
- Select the appropriate materials and media to make a mixed-media painting
- Analyze and make judgment about works created in mixed-media

Points to Note

- This unit can serve as the springboard for future art making. It provides students with the skills to address social issues in themes through the use of symbols and other devices
- Remind students to demonstrate safe, respectful, responsible and clear online communication

Extended Learning

Conduct a web search to locate other artists who produce works in this category. Visit artists in their communities and observe their style

RESOURCES
Paints, crayons, markers, brushes, pictures, found objects, paper, fabric, cardboard, glue, computer, internet

KEY VOCABULARY
Photomontage, mixed-media

LINKS TO OTHER SUBJECTS
Social Studies – Our Heritage

About the Unit

In this unit students will learn to:

- Produce artworks using drawing techniques
- Identify how the various artists manipulate the drawing techniques and perspective
- Analyze and assess the aesthetic qualities of drawing techniques
- Use the principles of perspective along with the drawing techniques to create artwork

Guidance for the Teacher

When undertaking the delivery of this unit, the teacher must have a collection of drawings techniques whether by video presentation or drawings illustrating these techniques. The students should also be encouraged to the selected the appropriate medium for their drawings. Student must update their journal/blogs.

The main purpose of this unit is to develop student's drawings techniques and to expose them to the illusion of depth using linear perspective. The students must be guided in recognizing the use of perspective in artworks.

Career Link

Consider the possibilities:

- Animator
- Forensic Artist
- Fine Artist

Prior Learning

Check that students can:
- Demonstrate basic drawing skills
- Analyse works of art

UNIT 4: Drawing

STRANDS:

- Design
- Criticism
- History & Culture
- Art Creation
- Aesthetics

VISUAL ARTS ATTAINMENT TARGETS:

- Develop designs for functional or non -functional use
- Use a range of media, tools, and techniques to bring together the skills of observation, interpretation, representation and rendering to create works of art
- Discuss, appreciate and answer questions about the nature and value of art
- Synthesize, authenticate and convey meaning in inquiring about artists
- Participate in an informed discourse about art so as to increase their understanding and appreciation of art

OBJECTIVES- Students should be able to:

- Define terms related to drawing using linear perspective
- Recognize the function of perspective in a work of art
- Create drawings using the techniques of linear perspective
- Evaluate perspective drawings done by artists of local architectural landscape
- Discuss the various perspective techniques observed in local and international works of art

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

STEM ATTAINMENT TARGETS:

SCIENCE - Investigate and test hypothesis and be able to analyse data.

TECHNOLOGY - Develop and understanding of and be able to select and use construction technologies.

ENGINEERING - Create works of art using the design process.

MATHEMATICS - Explore paths, geometric shapes and space and make generalization about the geometric relationships within the environment.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Research and define the term perspective as used in Visual Arts, and then make a work of art that places three figures of diminishing sizes on different elevations of the picture plane to give an illusion of depth and distance.	• Define art term • Identify , observe and discuss art term • Observe and discuss linear perspective • Draw thumbnails • Analyse the use a linear perspective from pre-renaissance to present • Create one-point and two point perspective • Record process • Develop rubric • Critique drawings	"Art term" perspective, as used in visual arts defined correctly.
Identify, observe and discuss examples of perspective and draw thumbnail samples of the different examples of perspective.		Examples of perspective adequately identified, observed and discussed.
Observe and discuss linear perspective in architectural drawings via digital media.		Linear perspective in architectural drawing observes and discussed adequately through digital media. Thumbnail samples of perspective satisfactorily drawn.
Analyse the use of linear perspective with reference to works done by artist from pre-renaissance to the present.		Linear perspectives from pre-renaissance to the present correctly analysed.
Create a perspective drawing of a space of their choice using one-point and two-point perspective (e.g. a corridor at school, a landscape, buildings).		One and two point Perspective drawings done adequately.
Update their journals/blogs with the process of this assignment.		Journals/blog showing the process in previous assignment updated.
Develop a rubric for evaluating the drawings.		Rubric for evaluating developed.
Critique each other's drawings.		Student critique each other's work correctly.

Students will be able to:
- ✔ Recognize how the illusion of depth in created on a 2 Dimensional surface
- ✔ Apply the linear perspective drawing techniques
- ✔ Manipulate basic technology and techniques when drawing
- ✔ Analyze the effectiveness of linear perspective drawings in works of art

Points to Note

- Perspective is an art technique for creating an illusion of depth or space
- Linear and Aerial are examples of perspective
- One, two and three point perspectives are examples of linear perspective

Extended Learning

- Observe and draw a cityscape from above or below your eye level
- Source pictures of historical buildings noted for their architecture (e.g. Georgian architecture etc.) and draw them using perspective techniques
- Attempt a three-point perspective drawing for futuristic building

RESOURCES

Computer and internet resources, PowerPoint, drawing videos sketch-books, prints of drawing techniques, drawing pencil, pens.

KEY VOCABULARY

Vanishing point, foreshortening, illusion, eye-level-line, horizon line, convergent lines, transversal lines, one-point perspective, two-point perspective

LINKS TO OTHER SUBJECTS

Technical Drawing: Isometric projection

VISUAL ARTS

GRADE 8: **TERM 2**

About the Unit

In this unit students will learn to:

- Analyse the human form through observation to develop an understanding of its proportion
- Use construction lines to accurately illustrate the features of the face
- Draw a portrait from different angles/positions using contour lines
- Apply selected toning technique
- Post a blog or make a journal entry about the process of drawing the human figure
- Draw the full figure using a series of ellipses in a grid construction box
- Mount and judge according to rubric
- Prepare and present art work for display

Guidance for the Teacher

The teaching of this unit should be guarded by the fact that anatomical differences will determine major differences in features. These include the shape of the nose, lips, eyes, shape and position of ears. Students should not be encouraged to copy images from books without recognizing that these differences do exist. The standard for measuring the human body has been established by artists working with the figure. The head of the body has been used as a unit of measure. Ideally, the average figure is approximately 7 ½ heads tall and 3 heads wide from shoulder to shoulder. These measurements will vary from person to person.

Career Link

Consider the possibilities:

- Cartoonist
- Illustrator
- Portrait artist

Prior Learning

Check that students can:
- Demonstrate use of various toning techniques.
- Browse the internet
- Use a construction grid
- Identify the basic parts of the skeletal structure

UNIT 1: Life Drawing

STRANDS:
- Criticism
- History & Culture
- Art Creation
- Aesthetics

VISUAL ARTS ATTAINMENT TARGETS:
- Use a range of media, tools, and techniques to bring together the skills of observation, interpretation, representation and rendering to create works of art
- Conceptualize and present on the values in art, metacriticism, artistic expressions and artistic experiences
- Understand the works of art of the past and of the person(s) who created them and be able to locate them within a cultural context
- Through the process of describing, analysing interpreting and judging art, develop an appreciation for the art they create   and those of others
- Through the process of describing, analysing interpreting and judging art, develop an appreciation for the art they create   and those of others

OBJECTIVES- Students should be able to:
- Use contour lines to draw the human figure
- Research and define the terms portrait and figure drawing
- Use construction lines to establish the features of the face
- Draw the face in full view and profile positions
- Select and use appropriate toning techniques and applications for individual artwork
- Draw a portrait of a classmate or family member using construction lines to add features
- Interpret the figure using a series of ellipses in a grid
- Describe   and employ skills and processes demonstrated in video/ multimedia   presentation
- critique their art work and the works of others
- Participate in online discussion forum via class blog

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

STEM ATTAINMENT TARGETS:

SCIENCE   - Understand the structure of the human body

TECHNOLOGY - Develop and understanding of and be able to select and use construction technologies

ENGINEERING - Create works of art using the design process

MATHEMATICS - Use the correct units, tools and attributes to estimate, compare and carry out the processes of measurement to given degree of accuracy

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Define and identify a 'portrait' and a figure drawing by viewing a PowerPoint presentation/flip chart on the history of life drawing. Invite students to sit in a circle and take turns at being the model in the centre and to hold a pose for 3 minutes. Using charcoal on newsprint the rest of the class will practice drawing the figure in various positions using contour lines.	• View history of life drawing • Identify and define portrait and figure drawing • Draw face using contour line • Select toning technique • Choose appropriate applications • Draw portrait • Add tonal qualities • Draw series of ellipses • Draw figure using construction lines. • Participate in class critique • Post comments online	History of life drawing focused on contour lines viewed using PowerPoint multimedia presentation. Definition and identification stated correctly.
Draw the face in front view and profile positions/angles, establish the features of the face by using construction lines.		Faces in the front view and profile showing establish features drawn correctly.
Select an appropriate toning technique and applications for rendering the drawing.		Unique individual artwork completed using appropriate techniques and application.
Use pastels to draw the portrait of one of their class-mates/family member wearing an exciting hat. Add tonal qualities where applicable to make the portrait more three dimensional.		Portrait of classmate/family member drawn showing correct tonal qualities.
Interpret the figure using a series of ellipses on a grid.		Drawing of a series of ellipses to create the figure adequately done using the grid.
Use construction lines to draw the figure with its correct proportion.		Figure using construction lines correctly drawn.
Participate in class critiques of their art work and the works of others.		Students work appropriately critiqued. Rubric for participation in class blog: • Quality of writing/post • Timeliness of post • Reflection on skills and processes used • Respect for others in language used

Students will be able to:

- Use current technology.
- Define and identify the terms portrait and figure.
- Accurately use construction lines to identify the features of the face,
- Draw a portrait using contour lines
- Exercise respect to classmates while posting comments to class blog or make a journal entry about the process.
- Works will be mounted and judged according to rubric.
- Draw the figure using a series of ellipses in a grid construction box.

Points to Note

The standard proportions for the human head can help you place facial features and find their orientation. However, before placing the feature on the face you need to establish the shape of the face.

Extended Learning

- Visit local and online galleries to study portraits and figures. Artists to observe include: Barrington Watson, Albert Huie and Judy Mc Millan
- Practice drawing people in your neighbourhood
- Practice doing self-portraits as many times as possible
- Contribute work for display at the local parish library
- Attend art exhibitions in the community or visit online exhibitions

RESOURCES

Internet resources, document camera, pencil, paper ,crayon, multimedia projector, computer

KEY VOCABULARY

Portrait , self-portrait, figure, profile, ellipse

LINKS TO OTHER SUBJECTS
Integrated science – the human body
Social studies – out of many one people.
Language – writing summaries.

About the Unit

In this Unit students will learn about/ to:
- Redesign objects based on its value and function
- Use design thinking to identify and solve design problems
- Use available technology and resources in creating functional and non-functional art products
- Manipulate unconventional material for the purpose of art creation
- Analyze and assess the aesthetic qualities of objects created with a cultural theme

Guidance for the Teacher

When undertaking the delivery of this unit, the teacher must have samples of the actual pieces or a virtual collection, to simulate the interest of the students. The students should be encouraged also to select and manipulate unconventional media for their productions. The main purpose of product design is not only for the students to design and create the art in three dimensions but to express ideas through cultural themes. An activity such as making cultural dolls or souvenir items can be used to explore our heritage in a way that is fun for the students.

Career Link

Consider the possibilities:
- Animator
- Set designer
- Sculptor

Prior Learning

Check that students can:
- Apply the elements and principles of art to design solutions.
- Create art through the exploration of various themes and materials.

UNIT 2: Product Design

STRANDS:
- Design
- Criticism
- History & Culture
- Art Creation
- Aesthetics

VISUAL ARTS ATTAINMENT TARGETS:
- Develop designs for functional or non -functional use
- Use a range of media, tools, and techniques to bring together the skills of observation, interpretation, representation and rendering to create works of art
- Discuss, appreciate and answer questions about the nature and value of art
- Understand the works of art of the past and of the person(s) who created them and be able to locate them within a cultural
- Investigate the sources related to the symbols and messages contained in the art object
- Participate in an informed discourse about art so as to increase their understanding and appreciation of art

OBJECTIVES- Students should be able to:
- Examine the concepts of functional and non-functional art
- Construct and redesign an existing product with the use of unconventional materials
- Employ use of the principles of the design in the creation of functional 3D products
- Identify functional or non-functional objects that reflect culturally inspired themes
- Appraise a work of art based on its cultural value
- Use digital media to create digital portfolio
- Recognise and acknowledge the creators and owners of digital materials

ICT ATTAINMENT TARGETS:

DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

STEM ATTAINMENT TARGETS:

SCIENCE - Understand the structure of the human body.

TECHNOLOGY - Develop and understanding of and be able to select and use construction technologies.

ENGINEERING - Create works of art using the design process

MATHEMATICS - Use the correct units, tools and attributes to estimate, compare and carry out the processes of measurement to given degree of accuracy.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Visit an art gallery or museum in their community or go on line and select two objects, one that they assume to be non-functional and the other functional. They should then explain in their art journal the reason for their choice and formulate an argument that proves that art objects are still considered functional even if they were designed purely for decorative purposes. Select one of these objects and redesign it and make the prototype.	• Define and Discuss art terms • Identify functional and non-functional objects • Define and discuss terms • Discuss functions of resources • Re-designing and creating • Work in groups to brainstorm ideas • Create visual diary • Do Presentation on product and concept • Develop rubric	Art terms functional and non-functional correctly defined.
Identify functional and or non-functional 3-dimensional objects created with a cultural inspired theme (e.g., dolls, table-top figurines, mobiles, etc.).		Functional and non-functional 3D objects created using a culturally inspired theme.
Define and then compare and contrast the following terms giving a pictorial examples of them on a chart; invention/innovation, natural/ man-made resources, consumable/non-consumable resources.		Terms invention/innovation, natural/ manmade resources, consumable/non-consumable resources correctly defined and discussed.
Discuss how these resources communicate culture and expression through their design as well as their function.		Communication of culture and expression discussed .
Re-design and create a functional object (e.g. a small toy for a toddler) with the use of unconventional material from the environment that expresses something about self. Create a label for the finished object. OR		Unconventional materials chosen to create functional objects to express something about self.
Work in groups to brainstorm and redesign a line of 3D products to communicate the ideas of culture through the use of structures and functions in its design.		Line of 3D products re-designed adequately to communicate cultural ideas and functions.
Create a visual diary (digital portfolio) with the aid of any digital media that shows the process and concept of the design from start to the finished product.		Visual diary completed using digital media to illustrate process and concept of the design.
Do a presentation that showcases the product and concept.		Products and concepts presented.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria

Students will:

Develop a rubric for evaluating the redesigned products.

Critique each other's individual products and presentations.

Journal entries (in digital portfolio) showing step by step process of moving from concept to product.

Rubric for digital portfolio:
- Samples of work
- Layout (logical steps)
- Journal entries (Reflection)
- Quality of writing
- Appropriate use of selected digital media
- Sources cited

Learning Outcomes

Students will be able to:
- Examine functional and non-functional objects for their design qualities
- Manipulate material in the creation of 3D art
- Explore and communicate cultural themes and concepts through art creation
- Use available digital media effectively

Points to Note

- The individuals can choose their own products and re-design concepts but the groups tasks can be suggested from a list of options
- Remind students to follow guidelines to promote healthy use of ICT tools

Extended Learning

- Identify a product made in your community and design packaging and labelling for that product
- Research the copyright laws as it relates to product development

RESOURCES

Computer, internet, speakers ,note pads, sketchbooks, pen, pencils, miscellaneous materials and any other available resources

KEY VOCABULARY

Functional art, non-functional art, invention, innovation, natural/ man-made resources, consumable /non-consumable resources

LINKS TO OTHER SUBJECTS

Fashion design in Family and Consumer Management, props in Theatre Arts

About the Unit

In this unit students will learn to:
- Produce personalized logos
- Identify different types of logos
- Explore the historical development of lettering
- Analyze and assess the aesthetic qualities of letters and logos and how they impact society.

Guidance for the Teacher

When undertaking the delivery of this unit, it is important to include digital media in the delivery of the lessons. Using the methodology of demonstration will service to guide the students in their art creations. The students also need to be encouraged to see the use of graphic in the environment so that they can have a better appreciation for the skill.

The purpose of Logo design at this stage is to develop communication skills through lettering and the use of symbols.

Career Link

Consider the possibilities:
- Illustrator
- Graphic artist
- Sign artist

Prior Learning

Check that students can:
- **Demonstrate basic drawing skills**
- **Demonstrate understanding of colour.**
- **Analyze works of art.**

UNIT 3: Graphic Design

STRANDS:

- Design
- Criticism
- History & Culture
- Art Creation
- Aesthetics

VISUAL ARTS ATTAINMENT TARGETS:

- Develop designs for functional or non -functional use
- Create a variety of two and three dimensional art forms that represent personal expressions through the skilful application of the elements and principles of design
- Use a range of media, tools, and techniques to bring together the skills of observation, interpretation, representation and rendering to create works of art
- Conceptualize and present on the values in art, metacriticism, artistic expressions and artistic experiences
- Synthesize, authenticate and convey meaning in inquiring about artists
- Through the process of describing, analysing interpreting and judging art, develop an appreciation for the art they create   and those of others

OBJECTIVES- Students should be able to:

- Investigate the history , development and impact of logo on society
- Demonstrate layout skills for graphic designs
- Create logos by combining   lettering and symbols
- Identify the role of graphic design in communication
- Compare and contrast the use of the elements and principles of design in graphic designs
- Participate in online discussion forum via class blog
- Conduct effective online research
- Demonstrate safety in online communication via class blog

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.

RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

STEM ATTAINMENT TARGETS:

SCIENCE - Investigate and test hypothesis and be able to analyse data

TECHNOLOGY - Develop an understanding of and be able to select and use information and communication technologies

ENGINEERING - Create works of art using the design process

MATHEMATICS - Use the correct units, tools and attributes to estimate, compare and carry out the processes of measurement to given degree of accuracy

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Define and discuss the terms symbols, logo, font, illustration, graphic design, calligraphy and typography. Identify different types of layouts for logos.	• Defining graphic terminology and identifying types of layout • Conduct effective online/offline research on different types of logo • Prepare design brief and design logo • Update journals • Post comments online • Critique designs	The terms symbols, logo, font, illustration, graphic design, calligraphy and typography defined and identifying of different types of logos correctly discussed.
View the different types of logos and in groups conduct online/offline research and share findings on the history of logos and their development and impact on society.		Types of logos researched.
Imagine being commissioned to design a logo for a company of your choice, include your name (Christian or surname). Prepare a design brief and use it as a guide to design and create the logo.		Design brief and logo created for a company with name Christian or surname completed.
Update journals/blogs with the process of this assignment.		Journals/blog updated.
Critique each other's designs.		Students' logos critiqued.

Students will be able to:
- ✓ Define, explain and illustrate lettering
- ✓ Select the appropriate lettering for graphic designs
- ✓ Trace the development of typography and logos
- ✓ Apply theory, understandings and skills of graphic designs to other designs
- ✓ Criticise logos and their function
- ✓ Communicate safely online when updating their blogs process of this assignment

Points to Note

- Keep an invisible border by not allowing lettering to touch the edge of the paper
- Be careful to pay attention to the spacing of lines, letters and words
- Iconic/symbolic, word mark/logo type and combination mark are types of logos

Extended Learning

- Create graphic designs using digital media
- Collect examples of logos from different print sources, compare their layout and affix the ones you are most fascinated with in a scrapbook

RESOURCES

Computer and internet resources, PowerPoint, drawing videos sketch-books, prints of drawing techniques, drawing pencil, pens.

KEY VOCABULARY

Vanishing point, foreshortening, illusion, eye-level-line, horizon line, convergent lines, transversal lines, one-point perspective, two-point perspective

LINKS TO OTHER SUBJECTS

English Language – persuasive writing

NSC

VISUAL ARTS

GRADE 8: **TERM 3**

About the Unit

In this unit students will learn to:

- Different types of posters and their function/use/purpose.
- Formats and layouts of posters.
- Computer aided design software as a tool or designing by hand

Guidance for the Teacher

When undertaking the delivery of this unit, the teacher must have an understanding of the different computer aid design software's.
The students should have an option to use one or more software to do their designs. All designs must be in hard copy and be properly mounted.

The main purpose of this unit is the understanding and using various forms of communication through computer aided designs or by hand.

Career Link

Consider the possibilities:

- Graphic designer
- Photographer
- Web designer

Prior Learning

Check that students can:
- Demonstrate basic layout formats
- Do simple thumbnail sketches
- Apply basic computer skills.

UNIT 1: Graphics Design

STRANDS:
- Design
- Criticism
- History & Culture
- Art Creation
- Aesthetics

VISUAL ARTS ATTAINMENT TARGETS:
- Develop designs for functional or non -functional use
- Create a variety of two and three dimensional art forms that represent personal expressions through the skilful application of the elements and principles of design
- Discuss, appreciate and answer questions about the nature and value of art.
- Synthesize, authenticate and convey meaning in inquiring about artists
- Investigate the sources related to the symbols and messages contained in the art object.
- Through the process of describing, analysing interpreting and judging art, develop an appreciation for the art they create and those of others.

OBJECTIVES- Students should be able to:
- Identify the different types of posters
- Select appropriate lettering and illustration for a specific poster.
- Demonstrate the ability to do photo editing using computer software
- Evaluate how digital technology has influence art in the 21st century.
- Analyse good and bad graphic designs.
- Participate in online discussion via class blog
- Conduct effective online research
- Use Computer Aided Design (CAD) software appropriately

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.

DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

STEM ATTAINMENT TARGETS:

SCIENCE - Investigate and test hypothesis and be able to analyse data.

TECHNOLOGY - Develop an understanding of and be able to select and use information and communication technologies.

ENGINEERING - Create works of art using the design process.

MATHEMATICS - Use the correct units, tools and attributes to estimate, compare and carry out the processes of measurement to given degree of accuracy.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Formulate a definition for the term poster and identify the different types of posters, after viewing a PowerPoint presentation on poster design.	• Define poster design • Research on the function/use/purposes of posters • Explore computer aided design software. • Compare and contrast styles and techniques • Create posters • Update blog • Mount designs • Post comments online	Term "poster design" correctly defined.
Conduct effective research online/offline on the function/use/purpose of posters and discuss them.		Online/offline research on function/use/purpose of posters correctly discussed.
Explore computer aided design software and their tools; explore photo editing and different layout formats.		Photo editing and different layout formats adequately explored.
Source works of local / international artist and compare, contrast styles and techniques of those designs done by computer or by hand.		Local and international designs compared and contrasted.
Design and create a poster using computer aided design software or by hand. Use the following theme: history / culture of the Caribbean.		Poster using computer aided design software or by hand using culture of the Caribbean created.
Update their blogs.		Blogs updated.
Mount designs to be critiqued.		Designs correctly mounted and critiqued.
		Class participation in online discussion via class blog showing evidence of understanding of definition of terms and computer aided design software.

Learning Outcomes

Students will be able to:
- Identify different types of posters
- Investigate the format and layout of posters
- Do photo editing
- Explain and use terms associated with graphic design
- Use computer aided design software as a tool

Points to Note

- The subject of the posters will reflect everyday events
- The completed design of the poster must be in hard copy and should be mounted
- Students must do thumbnail sketch of their layout before creating design on the computer
- Use available computer aided design software

Extended Learning

- Use computer aided design software to create other categories of graphic design
- Trace the history of graphic design
- Visit the studio of a graphic artist and discuss the tools and techniques used

RESOURCES

Computer/internet and any other available resources, computer aided design software, samples of posters, multi-media devices for presentation, speakers, paper, paints, crayons, pen, pencil, paint brush, rules, glue, cutting tools, art texts

KEY VOCABULARY

Pixels, vectors, styles, fonts, illustration, media, cropping, layout, mounting, stylus, pictograph, timeline, photo editing

LINKS TO OTHER SUBJECTS

Graphic design in Information technology

About the Unit

In this Unit students will learn about/ to:

- Manipulate linoleum/wood blocks and the appropriate cutting tools
- Make choices in the selection of ideas and styles in the creative process of designing linoleum block
- Cut a linoleum/wood block and make prints
- Recognize a fine arts print

Guidance for the Teacher

The student will be offered a diverse medium in the linoleum cut/engraving printmaking technique. This medium can be experienced as an intaglio or surface method to create a print. This unit should not be the first exposure to printmaking but a continuation of experiences which could have started from Frottage and or monotype techniques in printmaking.

The student should be guided to know that while working on the linoleum block, all cutting activity should be made away from the body. They should be made aware of various tools, equipment, the function and differences concerning clean sharp and rusty dull gouges and other tools. There are various effects which can be made from manipulating the linoleum and knowing how to handle the various tools to create the desired outcomes. The teacher should collaborate with the student to arrive at the best approach to the different methods in cutting on the linoleum block. When the student is brought to understanding the tools and equipment, they will then be able to take their concepts and ideas to achieving quality prints. Remind the students that our culture and annual events are themes and topics which they can explore in their concepts and ideas. The students should be encouraged to probe a variety of techniques by referring to artists and their works. This will help them to understand the process of edition prints through linoleum printmaking techniques. Students can be made to judge each other's work which will be of help to the teacher when assessing them.

In printmaking linoleum cut is sometimes an engraving technique. Linoleum is a soft smooth surfaced material which lends itself to easy cutting. Although it lacks some natural qualities that wood engraving gives, it can be versatile to give variations and effects in design and techniques. Linoleum prints became popular in the late 20th century and can be an easy way for children to express their creativity. Where linoleum is not available substitute materials may be used.

Career Link

Consider the possibilities:

- Print maker
- Animator
- Illustrator

Prior Learning
Check that students can:
Use and manipulate basic printmaking tools and equipment

UNIT 2: Printmaking

STRANDS:

- Design
- Criticism
- History & Culture
- Art Creation
- Aesthetics

VISUAL ARTS ATTAINMENT TARGETS:

- Develop designs for functional or non -functional use
- Use a range of media, tools, and techniques to bring together the skills of observation, interpretation, representation and rendering to create works of art
- Discuss, appreciate and answer questions about the nature and value of art
- Investigate the sources related to the symbols and messages contained in the art object
- Through the process of describing, analysing interpreting and judging art, develop an appreciation for the art they create   and those of others

OBJECTIVES- Students should be able to:

- Produce creative and original prints
- Make edition prints
- Apply the techniques of various artists to printmaking
- Analyse the nature and value of culture in printmaking
- Make judgments about the quality of prints based on techniques learnt
- Participate in online discussion forum via class blog
- Conduct effective online research
- Demonstrate respect for other participants in online discussion environment

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.

RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

STEM ATTAINMENT TARGETS:

SCIENCE - Explore the structure of materials and their properties.

TECHNOLOGY - Develop an understanding of and be able to select and use manufacturing technologies

ENGINEERING - Create works of art using the design process

MATHEMATICS - Explore paths, geometric shapes and space and make generalisation about the geometric relationships within the environment

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Observe videos/multimedia presentation to examine the use of lines in local and international prints.	• Examine the use of lines in prints. • Discuss art rules and techniques. • Research history and cultural themes used in printmaking. • Conduct electronic searches. • Create and transfer sketches. • Ink printing surface. • Display and critique artwork. • Post comments online.	Lines in local and international prints examined using multimedia presentation.
Discuss composition and techniques.		Composition and techniques in printing discussed.
Research using online/offline sources the history and cultural themes in linoleum print making and related uses of intaglio and surface methods in creating aesthetic prints.		The history and cultural themes in linoleum print making and related issues of intaglio and surface methods in creating aesthetic prints researched. online research satisfactorily reflect: • appropriateness of information sources • appropriate execution of search using Boolean, keywords, etc. • self-assessment of information seeking process
Prepare preliminary drawings. Transfer drawing to linoleum block, cut designs into linoleum. Prepare block with ink using a brayer/ pressing instrument and produce a series of edition prints on soft paper.		Series of edition prints produced after making preliminary sketches ,transferring drawing and cutting the linoleum block.
Display and critique each other's work.		Prints displayed and appropriately critiqued based on : • Block preparation • Correctness of cuts • Choice of tools used to create image.
Update their blogs.		Blogs appropriately updated.

Students will be able to:
- Manipulate the linoleum as a medium using appropriate tools
- Produce a quality linoleum print
- Effectively navigate digital content in order to obtain information on the history and cultural themes in linoleum print making

Points to Note

It is critical to remember to make all cutting preparation on the linoleum block away from the body.

RESOURCES
Linoleum block, soft paper, printmaking inks, hand brayer, intaglio printer's press, gouges, related artists, films, computer, internet, speaker

LINKS TO OTHER SUBJECTS
Printmaking in the illustrations found in literature and science texts

Extended Learning

Students will continue to develop the techniques of print making, in addition to researching and using other techniques for aesthetic purposes i.e. self-expression and competitions.

KEY VOCABULARY
Printmaking, brayer, printer's press, printing plate, printmaking inks, linoleum gouge. Matrix, print edition

About the Unit

In this unit students will learn to:
- Manipulate textile and fibre in surface or three dimension decoration.
- Explore the use of the various techniques in creating textile art.

Guidance for the Teacher

When undertaking the delivery of this unit, the teacher will have an option to focus either on surface decoration or fibre arts. The students can be placed in groups to explore the various techniques and processes. Students should be encouraged to draw reference from utilitarian/ functional art within their culture.

The main purpose of surface decoration / fibre arts is to help to expose students to the style of fine arts that uses textile and its cultural value. Surface decoration/fibre arts can be labour intensive and might not be instantly gratifying, therefore patience must also be encouraged. The productions from the students can be a combination of both surface decoration and fibre arts.

Career Link

Consider the possibilities:
- Fabric designers
- Interior decorator
- Textile artist

Prior Learning

Check that students can:
  • Apply the elements and principles of art to design
     solutions.

UNIT 3: Surface Decoration/Fibre Arts

STRANDS:

- Design
- Criticism
- History & Culture
- Art Creation
- Aesthetics

VISUAL ARTS ATTAINMENT TARGETS:

- Develop designs for functional or non -functional use
- Create a variety of two and three dimensional art forms that represent personal expressions through the skilful application of the elements and principles of design
- Discuss, appreciate and answer questions about the nature and value of art
- Investigate the sources related to the symbols and messages contained in the art object
- Participate in an informed discourse about art so as to increase their understanding and appreciation of art

OBJECTIVES- Students should be able to:

- Identify the various surface decoration and weaving techniques
- Explore the use of textile art in utilitarian objects
- Demonstrate and manipulate techniques in textile to create works of art
- Analyze the use of elements and principles in textile design / fibre arts
- Appraise the value and function of textile art within their culture
- Examine the history of textile design / fibre arts and influence on culture
- Make timely and effective post to class blog
- Conduct effective online research for relevant information

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.

RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

STEM ATTAINMENT TARGETS:

SCIENCE - Explore the structure of materials and their properties.

TECHNOLOGY - Develop an understanding of and be able to select and use information and manufacturing technologies.

ENGINEERING - Create works of art using the design process.

MATHEMATICS - Explore paths, geometric shapes and space and make generalisation about the geometric relationships within the environment.
- Use the correct units, tools and attributes to estimate, compare and carry out the processes of measurement to given degree of accuracy.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Define, identify and explain the terms in textile design: - texture, textile, fibre and motif.	• Identify, define and explain textile terms. • Trace history of surface decoration. • Influence of surface decoration on culture. • Critique samples from field trip. • Explore techniques used in utilitarian art. • Identify and define textile related terms. • Trace history of fibre art. • Identify Influence of fibre art on culture. • Critique samples from field trip • Explore utilitarian art work • Create personal adornment • Update blog • Navigate digital content • Post comments online	Terms used in textile design, texture, fibre and motif identified, defined and explained.
Conduct electronic searches online/offline in order to trace history of surface decoration and examine how it has influenced design in today's culture.		The history of surface decoration traced and its influence on design in today's culture adequately examined.
Critique samples from a virtual field trip or guided tour of an arts and crafts display.		Samples from virtual field trip or guided tour critiqued.
Explore the various techniques to produce a utilitarian art work. E.g. to create a table covering with a national symbol as a motif, combining any of the following techniques: - hand painting, stencil printing, tie-dye, sun-painting or block printing, embroidery. Or		Techniques (hand painting, stencil printing, tie-dye, sun-painting or block printing, embroidery) used in utilitarian art explored.
Define, identify and explain the terms in fibre arts: Fibre, texture, pattern, weaving, loom, warp, and weft.		Textile related terms in Fibre arts, Fibre, texture, pattern, weaving, loom, warp and weft correctly defined, and discuss.
Trace history of fibre through research online/offline and examine how it has influenced design in today's culture. i.e. Impression, tapestry and embroidery.		The history of fibre art traced and its influence on design in today's culture adequately examined.
Critique samples from a virtual field trip or guided tour of an arts and craft display.		Samples from virtual field trip or guided tour appropriately critiqued.
Explore the various techniques to produce a utilitarian art work. E.g. to create a piece of art that can be worn as adornment for the independence celebration, using one or a combination of any of the following techniques: - rand, twill, cascadura or herring bone.		Techniques used to produce utilitarian artwork That can be worn for national celebration show creative exploration and use.
Update their blogs.		Students adequately updated blogs. Timely and effective posts to class blog. Effective search strategies used to locate web resources.

Learning Outcomes

Students will be able to:
- ✔ Identify various textile designs
- ✔ Explore and manipulate textile design and fibre art techniques to create different products
- ✔ Conduct effective online research in order to trace the history of textile arts and its influence on different cultures

Points to Note

- Surface decoration should not be confused with printmaking
- Printmaking is done on paper and other surfaces while textile design is done primarily on fabric
- Remind students to:
  - Recognize and acknowledge the owners or creators of digital materials and encourage others to do so
  - Follow guidelines to promote healthy use of ICT tools

Extended Learning

- Use a cultural theme to decorate a room in a house using fibre arts and textile design techniques.
- Using renewable resources in innovative designs.

RESOURCES

Computer/internet and any other available resources, speakers, note pads, sketchbooks, pen, pencils, miscellaneous fibre and or textile, Art text

KEY VOCABULARY

Texture, textile, fibre, fibre art, motif, sun –painting, fibre, textile design, pattern, weaving, loom, warp, weft, hand painting, stencil printing, block printing, embroidery

LINKS TO OTHER SUBJECTS

Family and Consumer Management: Fashion design

NSC

VISUAL ARTS

GRADE 9 UNITS

TERM 1

Unit 1 (3 weeks)
Drawing as Documentation
Observational drawing
Drawing media and techniques
Drawings based on evidence
Line and tone drawing

Unit 2 (4 weeks)
Communicating Through Graphics
Redesigning packages
Package design
Materials, methods and techniques used by designers.

Unit 3 (5 weeks)
Painting and Mixed Media
Organizing composition
Colour to create mood
Painting processes
Colour schemes
Colour theories
Theories of art

TERM 2

Unit 1 (3 weeks)
Drawing as Expression
Composition format
Symbols and drawing styles and techniques
Use drawings to generate designs for work in other media
Copyright/patent

Unit 2 (5 weeks)
Printmaking
Printmaking techniques
Printmaking artists
Nature and value of culture in printmaking

Unit 3 (5 weeks)
Fibre and Decorative Arts
Functional or none functional art
Natural fibres
Unique and innovative ways to design
Form and function in fibre and decorative arts

TERM 3

(Unit 1 (3 weeks
Developing Competence in Drawing
Cartooning
Drawings and cartoons as social Commentary
Perspective drawing
Composition
Drawing media

Unit 2 (5 weeks)
Ceramics
Hand building techniques
Traditional pottery
Tools ,materials ands equipment
Techniques

Unit 3 (5 weeks)
Sculpture
Skills and techniques
Artists, eras and movements
Form and space
Movement

TERM 1	TERM 2	TERM 3
Unit 4 (2 weeks)		
Careers in Visual Arts		
Relevance		
Traditional		
New		
Emerging		
Opportunities		
Portfolio		
Artist statements		

There are five Strands and ten key Attainment Targets within Visual Arts

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STRAND 1: **DESIGN**	STRAND 2: **ART CREATION**	STRAND 3: **AESTHETICS**	STRAND 4: **HISTORY & CULTURE**	STRAND 5: **CRITICISM**
Attainment Target: **1.** Develop designs for functional or non functional use	**Attainment Targets:** **1.** Create a variety of two and three dimensional art forms that represent personal expressions through the skilful application of the elements and principles of design **2.** Use a range of media, tools, and techniques to bring together the skills of observation, interpretation, representation and rendering to create works of art.	**Attainment Targets:** **1.** Discuss, appreciate and answer questions about the nature and value of art. **2.** Conceptualize and present on the values in art, metacriticism, artistic expressions and artistic experiences.	**Attainment Targets:** **1.** Understand the works of art of the past and of the person(s) who created them and be able to locate them within a cultural context **2.** Synthesize, authenticate and convey meaning in inquiring about artists **3.** Investigate the sources related to the symbols and messages contained in the art object.	**Attainment Targets:** **1.** Participate in an informed discourse about art so as to increase their understanding and appreciation of art. **2.** Through the process of describing, analyzing interpreting and judging art, develop an appreciation for the art they create and those of others.

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NSC

VISUAL ARTS

GRADE 9: TERM 1

Range of Content

Students will develop key concepts and skills by learning:

- Develop designs using an appropriate approach
- Select suitable media, materials and references for art creation
- Use a thematic approach to develop compositions and concepts in the visual art
- Evaluate works using the vocabulary of visual arts
- View works of art and formalize a personal interpretation
- Apply the element and principles to the creation of art
- Make the connection to world cultures through art history
- Focus on the nature and value of art
- Use the engineering design process in STEM as a method to turn ideas into finished products
- Apply Mathematics, Science, Engineering and Technology concept to real-life situations

Knowledge and Understanding

- Every artistic creation embodies a design process
- Art can be expressed through a variety of media that has cultural and aesthetic significance
- Art criticism enables the understanding and appreciation of art
- Art plays a role in history and it reflects the culture at the time it was created
- Inquire into the philosophy and value of art lead to a better understanding of art
- Original works of art can be created using a variety of media tools and equipment
- Ideas can be effectively expressed through themes
- Designs evolve over time
- Art is a mean of documentation or recording or re-recording of information

About the Unit

In this Unit students will learn about/ to:
- The role and development of drawing
- A variety of drawing and media techniques
- Analyse and make judgment about drawings
- Develop competence in the use of drawing technique
- Explore the process of interpreting drawings

Guidance for the Teacher

When undertaking the delivery of this unit teachers must be cognizant that drawing is the most fundamental of all art activity and developing competence in drawing is essential.

Career Link

Consider the possibilities:
- Illustrator
- Portrait artist
- Animator

Prior Learning

Check that students can:

- Demonstrate that they possess the basic drawing skills such as contour drawing
- Draw from observation
- Convert shape to form

UNIT 1: Drawing as Documentation

STRANDS:

- Criticism
- History & Culture
- Art Creation

VISUAL ARTS ATTAINMENT TARGETS:

- Use a range of media, tools and techniques to bring together the skills of observation, interpretation, representation and rendering to create works of art.
- Understand the works of art of the past and of the person who created them and be able to locate them within a cultural context
- Through the process of describing, analysing interpreting and judging art, develop an appreciation for the art they create   and those of others

OBJECTIVES- Students should be able to:

- Identify and use a variety of drawing media and techniques
- Draw from observation
- Use drawing as a form of documentation
- Examine, interpret and make decisions about drawings based on evidence
- Create aesthetically pleasing designs based on given themes
- Demonstrate an understanding for the use of line and tone in producing a drawing
- Use appropriate digital device to capture and record images for class analysis
- Make timely post to class blog
- Create multimedia presentation which incorporates text, audio, images, videos and hyperlinks

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.

DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

STEM ATTAINMENT TARGETS:

SCIENCE - Investigate and test hypothesis and be able to analyse data

TECHNOLOGY - Develop an understanding of and be able to select and use construction technologies

ENGINEERING - Create works of art using the design process

MATHEMATICS - Explore paths, geometric shapes and space and make generalisations about the geometric relationships within the environment

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Make a series of sketches on a drawing paper which captures the outline of an elliptical object observed. Place the objects on the paper to create a balanced composition. Use no less than four different shading technique and media to transform the shapes into forms. Critique their drawings for composition quality, use of media to create shading, success in changing shapes to form.	• Observe actual object • Draw outlines • Shade drawings • Create composition • Critique art • Use video/picture recording devices • Examine drawings • Make multimedia presentation • Make detailed drawing. • Post artwork online.	Observations carried out and outline sketches made to create a balanced composition. Techniques and media manipulated to transform the shapes to form.
Visit Twin Sister caves in St Catherine, Tainos Museum in White Marl St Catherine, National gallery, other galleries, parks and places of interest. Use a video/picture recording device to capture images for class analysis.		Capture of images, creation and formatting of multimedia presentation completed based on the following criteria: • Appropriate Content • Visual Appeal – background/foreground contrast; appropriateness of graphics • Originality • Clarity of presentation • Appropriate colour scheme • Text size – readability
Examine Paleolithic drawings from the caves of Lascaux in Vezere Valley in France and Altamira in Spain (The first documented artists) and prepare a multimedia presentation on the drawings with reference to - • Design • Media • Technique • Function		Design, media, techniques and function of individual drawings adequately examined and presented. Presentation shows creativity in applying design, media, technique and function to specific contexts.
Use charcoal, pastel or a medium of choice to produce a detailed study of an animal and discuss the finished work with their classmates. Post a copy of the drawing on their school's web page with appropriate signage.		Study of animal reflects drawing that shows understanding of the character of the medium and there are detail observations of the animal completed. Artwork with necessary signage appropriately posted on line.

Students will be able to:
- ✔ Understand and defend the role of drawing in society from the caves to the classroom
- ✔ Produce quality drawings
- ✔ Make decisions about drawings based on evidence
- ✔ Experiment with a variety of media and techniques in drawing
- ✔ Select suitable drawing medium and technique for specific drawing activities
- ✔ Create multimedia presentations to demonstration their understanding of types of artwork and animal study

Points to Note	Extended Learning
• In order to develop proficiency in drawing, time must be allotted for practicing the skill • Drawing is purposeful and relevant to the world of home, work and leisure and helps to meet design needs	Students will: Make a scrapbook of drawings and develop an electronic presentation.

RESOURCES

B – 10B Pencils	Charcoal pencils	Flour Paper
Sketchpads	Coloured Pencils	Conte Crayons
Pastels	Cartridge Paper	Drawing Inks
Fixative	Computer	Image capturing device
Speakers		

KEY VOCABULARY

Paleolithic	Hatching	Cross Hatching
Cave Art	Blending	Composition
Stippling	Planes	Documentation

LINKS TO OTHER SUBJECTS
- Resource and Technology – Industrial Technique
- History – Cave Art/ Paleolithic period or stone age (Tainos, Aztecs Hieroglyphics)

About the Unit

In this unit students will learn to:

- Communicate graphically by processing information through labels, packages, symbols, pictorial graphics, computer generated graphics and photography
- Explain the importance of packaging products
- Use and select the most appropriate materials, method and technique for designing packages for products
- Evaluate a well-designed package

Guidance for the Teacher

When undertaking a project on product and packaging design, the teacher must ensure that students have: good working knowledge of the materials, tools and processes used for shaping, joining, finishing and making the solution. They must consider the needs of the society because the success of a design, is measured by how well the final solution, fulfils the need that the designer set out to meet.

Career Link

Consider the possibilities:

- Illustration
- Photography
- Videographer

Prior Learning

Check that students can:
- Define Graphic Design
- Identify packages and products
- Use of Electronic Devices
- Awareness of packages and products

UNIT 2: Communicating Through Graphics

STRANDS:

- Design
- Criticism
- History & Culture
- Art Creation
- Aesthetics

VISUAL ARTS ATTAINMENT TARGETS:

- Develop designs for functional or non- functional use
- Create a variety of two and three dimensional art forms that represent personal expressions through the skilful application of the elements and principles of design
- Discuss, appreciate and answer questions about the nature and value of art
- Investigate the sources related to the symbols and messages contained in the art object
- Participate in an informed discourse about art so as to increase their understanding and appreciation of art

OBJECTIVES- Students should be able to:

- Differentiate between a package and a product
- Design packages for products
- Demonstrate the processes used in designing a package for a product
- Use image capturing device to document appropriate images for class critique
- Make timely post to class blog

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.

STEM ATTAINMENT TARGETS:

SCIENCE - Investigate and test hypothesis and be able to analyse data

TECHNOLOGY - Develop an understanding of and be able to select and use information and communication technologies

- Develop an understanding of and be able to select and use manufacturing technologies

ENGINEERING - Create works of art using the design process

MATHEMATICS - Use the correct units, tools and attributes to estimate, compare and carry out the processes of measurement to given degree of accuracy

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: View and critically evaluate a variety of products and their packages on a field trip to a mall.	• Observe and evaluate products • Classify packaging • Evaluate packaging and designs • Capture images by drawings and or electronic device • Redesign and Create packaging	A variety of products observed and evaluated.
Identify products and packaging to be redesigned.		A variety of packages classified.
Evaluate and include the reason(s) for selecting the particular product and package for redesign and comment on materials, methods and techniques used by the designer. Discuss what they consider to be a good or a bad design by engaging the design process.		Selected products and packaging evaluated.
Use image capturing device or drawings to record images for later critique.		Drawings and multimedia images recorded.
Redesign and Create packaging for selected products. Consider the following in creating their new designs • A free hand sketch of the proposed design: • Layout • Lettering/ font selection • Label • Maquette • digital rendition of the new product design		Redesigned packages reflect the points for consideration; designs adequately compiled into a Portfolio; redesign and created package critiqued; redesigned lettering and illustrations; created package displayed for viewing.

Students will be able to:
- Work collaboratively to conduct electronic searches in order to identify various artists and art movements within the 20th century
- Identify and explain appropriate criteria for evaluating goods and packaging
- Outline the application of electronic devices to specific design projects
- Relate concept of quality to a range of graphic designs
- Identify graphic communication skills and techniques
- Identify the written and the oral communication techniques appropriate to specific graphic Design Process
- Identify and use the range of appropriate tools (including digital tools), materials and equipment available to undertake a Design project

Points to Note	Extended Learning
Provision must be made to facilitate field trips	• Create gift packages for special occasions • Start a small business that require the use of packaging

RESOURCES

		KEY VOCABULARY		
Designers Gouache	Paintbrushes	Digital	Photography	Packaging
Watercolour Paints	Palettes	Graphic Design	Electronic Devices	Products
Poster Colour Paints	Ink (Indian/ fabric)	Labels	Symbols	

LINKS TO OTHER SUBJECTS

Technical drawing in Industrial Arts, computer graphics in Computer Technology measuring in Mathematics

About the Unit

In this Unit students will learn about/ to:

- The role of colour in composition and how to develop colour relationships in their work
- Colour theories according to Sir Isaac Newton, J.C. Le Blon, Johann Wolfgang Von Goethe and   Albert Munsell
- Developing their own style and proficiency by combining paint with other media to create art
- Experimenting with colour in its wet and dry state to produce expressive compositions
- The different types of water based paints and their properties
- The use of different shape and size brushes to achieve various effects in painting to make a wash and mix pigments and lay them down on different surfaces
- Theories of art : expressionism, formalism, imitationalism

Guidance for the Teacher

When undertaking the delivery of this unit, teachers must ensure that students own a sketch pad in which they can keep a record of their preliminary work and see their development in painting.
Preliminary activities may include:

- Establishing distance with colour, tone and brushwork
- Landscape studies
- Figures for scale and narrative
- Architectural studies
- Still life compositions

Career Link

Consider the possibilities:

- Art historian
- Fine artist
- Art critic

Prior Learning

Check that students can:
  • Have knowledge and understanding of colour schemes and colour mixing.
    • Can explain the role of the elements and principles of design in the painting process.
      • Can sketch organic and manmade shapes.

UNIT 1: Painting and Mixed Media

STRANDS:

• Criticism

• History & Culture

• Art Creation

VISUAL ARTS ATTAINMENT TARGETS:

• Create a variety of two and three-dimensional art forms that represent personal expressions through the skilful application of the elements and principles of design

• Understand the works of art of the past and of the person(s) who created them and be able to locate them within a cultural context

• Through the process of describing, analysing interpreting and judging art, develop an appreciation for the art they create and those of others

OBJECTIVES- Students should be able to:

• Use colour as a means of organizing a composition

• Apply colour to create mood and symbolise ideas

• Select the correct painting process for expressions

• Identify and use appropriate colour schemes to accomplish aesthetic appeal

• Create art work using colour theories

• Explore theories of art in order to understand the principle governing art creation

• Conduct effective web-based research for relevant content

• Make timely post to class blog, exercising respect for other online users

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.

RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

STEM ATTAINMENT TARGETS:

SCIENCE   - Investigate and test hypothesis and be able to analyse data.

TECHNOLOGY - Develop an understanding of and be able to select and use construction technology.

ENGINEERING - Create works of art using the design process.

MATHEMATICS - Explore paths, geometric shapes and space and make generalisation about the geometric relationships within the environment.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Conduct electronic search online/offline to obtain information about painting landscapes using flat and gradated washes. Share findings with class.	• Conduct electronic search • Sketch landscape • Paint using watercolours • Observe and Sketch still life • Draw composition • Mix and apply tones • Conduct electronic search • Analyze themes • Mix paints and related media • Conduct electronic search • Post comments online	Web Research effectively carried out in regard to: • Appropriate information sources. • Appropriate execution strategies using Boolean and keywords. Findings about paintings landscape shared with class. Use of flat and gradated wash explained.
Make a quick sketch of a landscape outdoors and use flat and gradated washes to establish the planes of the scene. Simple details should be added on top of the washes to show trees, buildings and roads using a dry medium.		Gradated washes adequately applied to establish the plains in landscape. Dry medium used to show details of roads, trees, building adequately. Objects rendered to show characteristics and light variations.
Discuss toning as it relates to the lightness or darkness of a colour. Analyse objects of various shapes and sizes in still life compositions and decide where the lightest, medium and darkest areas of colours are and mix these tones and apply them, to create works of art.		Shades, tints and tones used to depict objects of varying shapes and sizes in a composition.
Conduct electronic search online/offline to obtain information about the use of tones in monochromatic art works.		Information about use of tones in monochromatic artwork adequately presented.
With reference to the work of Eugene Hyde and other Jamaican mixed media artist, combine wet and dry media to create a series of gesture drawings based on themes depicting people populated scenes .e.g. market day, sports day.		Wet and dry media adequately combined to create art. Gesture drawings show lines as the dominant element and bring out the intended theme.
Conduct electronic search online/offline to obtain information about Mix media painting.		Web Research Criteria: effectively applied for: • Appropriate information sources • Appropriate execution strategies using Boolean and keywords

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria

Students will:
Update their blogs.

Class blog made in regards to:
- Sharing of information.
- Preparation of rubric for participation
- Quality of writing/post (rules of English Language and art –related terms)
- Timeliness of post
- Reflection on learning experience

Learning Outcomes

Students will be able to:
- Demonstrate proficiency and manipulate a variety of painting tools and equipment.
- Conduct analysis and make decisions about colour schemes, design and composition.
- Use a variety of painting techniques to produce mixed media paintings.
- Conduct electronic search to research obtain on artists and mimic their style.

Points to Note

Students must know that their sketchbooks are among the most valuable piece of art equipment they have, for within them you can make quick studies that may later become the basis for finished paintings. They must own at least on

Extended Learning

Students on their own time can visit places of interest to them, for sketching and painting to develop proficiency.

RESOURCES
Flat brush, mop brush, fan brush, chisel brush, round brush, water-soluble pencils, technical drawing pen, pastels, water colour paper water colour water based paints, conte crayons, fixative, sketchbook.

KEY VOCABULARY
Palette, pigment, easel, wash, tone, landscape, sketch, monochrome, polychrome, acrylic, still life, dry brush, additive.

LINKS TO OTHER SUBJECTS
Resource & Technology- product design, science & Literature

About the Unit

In this unit students will learn to:

- The wide range of careers in the visual arts.
- Traditional, new and emerging careers in the visual arts.
- Ways in which Visual Arts impact their lives.
- Career opportunities in the visual arts.

Guidance for the Teacher

Traditional careers relating to the visual arts are…….some of which have given way to new careers due to shifting social and economic needs. It is the continuation of this shift that has led to emerging careers   which are usually those specialties that build on more general experience within a career. Some of these emerging careers creatively link together two or more fields of expertise, such as drawing and computer science. These emerging careers offer a person the chance to be on the leading edge of their fields. This shift to a new specialty often injects some freshness and energy in a new professional direction.

Students should be allowed to develop the project across term two and term three of Grade Nine so as to facilitate the compilation of their portfolio, at the end of which they will present their portfolio to be assessed by the teacher . The projects should be done individually.

Getting students to brainstorm aspects of their lives that is influenced/ inspired/ touched by the Visual Arts gives them the opportunity to reflect on the far reaching effects of the subject. This sets in motion their inquiry into types of traditional, new and emerging career opportunities in the visual arts. Having knowledge of the requisite skills, qualifications, training opportunities, supply and demand, market location and potential earnings associated with careers associated with the visual arts should assist the students in their understanding of the careers.

Getting students to focus on professional artists sets the context for them to develop their own portfolio. This also will allow them to write a personal artist statement which articulates into the Grades Ten and Eleven visual arts programme where they are required to write an artist statement and keep a reflective journal.

The career chart and the entire portfolio should demonstrate an understanding of design as students manipulate the principles and elements of design and as students build their portfolio, whether manually and or digitally.

Career Link

Consider the possibilities:

- Emerging careers
- New careers
- Traditional careers

UNIT 4: Careers in Visual Arts

STRANDS:

- History & Culture
- Aesthetics

VISUAL ARTS ATTAINMENT TARGETS:

- Discuss, appreciate and answer questions about the nature and value of art.
- Synthesize, authenticate and convey meaning in inquiring about artists.
- Create a variety of two and three dimensional art forms that represent personal expressions through the skilful application of the elements and principles of design.

OBJECTIVES- Students should be able to:

- Compose a list of all the facets of their lives touched by the visual arts.
- Examine career opportunities in the visual arts to determine requisite skills, qualifications, training opportunities, supply and demand, market location and potential earnings.
- Develop a personal artist statement.
- Design a career chart.
- Create a digital portfolio of own works.
- Analyse and compare visual arts related careers, considering economic, social, and cultural issues to define their significance and purpose.
- Match activities to visual arts related career titles.
- Interview/research one professional and make.
- Conclusions and judgments about the value of his/her work to society.
- Conduct effective web research.
- Use available digital tool to create digital portfolio.

ICT ATTAINMENT TARGETS:

DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

STEM ATTAINMENT TARGETS:

SCIENCE   - Investigate and test hypothesis and be able to analyse data

TECHNOLOGY - Develop an understanding of and be able to select and use construction technologies

ENGINEERING - Create works of art using the design process

MATHEMATICS - Explore paths, geometric shapes and space and make generalization about the geometric relationships within the environment

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Make a list of aspects of their lives that are influenced/inspired/touched by the Visual Arts, then use the information as a springboard to conduct effective research using online/offline sources.	• Perspective from pre-renaissance to present • Examine sources • Conduct electronic searches • Compose list • Compare potential careers • Analyse and document • Interview and make judgment • Write artist statement • Create and format document • Design and Match • Research and Present • Post comments online	Art term "perspective" as used in Visual arts defined correctly. Examples of perspective adequately identified, observed and discussed. Linear perspective in architectural drawing observes and discussed adequately using digital media. Thumbnail samples of list adequately composed and researched.
Make a chart along with illustrations of traditional, new and emerging career opportunities in the visual arts.		Career chart made and illustrated.
Discuss the requisite skills, qualifications, training opportunities, supply and demand, market location and potential earnings associated with six of the identified careers.(two traditional, two new and two emerging). Analyse and compare the six careers in regard to their economic, social and cultural significance and purpose, then use a table to document the comparisons.		Careers documented and discussed.
Interview/research one professional artist and make conclusions and judgments about the value of his/her work to the society.		Interview/research accurately document the work of an artist. Conclusions and judgements adequately addressed the value of the artist's work to society.
Imagine themselves as a professional artist and with the guidance of the teacher, write a personal artist statement which could be typed using a word processor.		Personal artist statement completed.
Design a visual arts career chart that matches activities to the career (consider the elements of colour and the principle of space and balance, in the design of the chart).		Individual portfolio evaluation compiled.
Create a digital/manual portfolio of selected pieces of their own works along with other information collected throughout this unit. Continue to build the portfolio until the end of term 3 when it will be presented for assessment.		individual portfolio evaluation compiled Digital Portfolio Criteria: • Appropriate selection of artifact • Reflection on the learning process

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Update their blogs.		Reflection answers questions such as: How has your research on careers in art changed your views about Visual Arts?
		Sources cited • Easy navigation • Quality of writing

Learning Outcomes

Students will be able to:
- ✔ Appreciate the contributions of visual arts related careers to society/communities
- ✔ Distinguish a variety of visual arts related careers and talk about changes brought on by new and emerging careers
- ✔ Use appropriate technologies to create digital products

Points to Note	Extended Learning
Students should become aware of the link between visual arts and traditional careers and the opportunities available in new emerging art orientated careers.	Be able to participate as an apprentice or an assistant to become a specialist in the arts.
RESOURCES Digital devices, Computer, internet, software	**KEY VOCABULARY** Artist statement, portfolio, career chart, professional artist, economic, social and cultural significance, requisite skills, qualifications, training opportunities, supply and demand, market location, traditional careers and emerging careers, potential earnings.

LINKS TO OTHER SUBJECTS

Social Studies, Business Basics etc. career and entrepreneurship and other vocations

VISUAL ARTS

GRADE 9: TERM 2

About the Unit

In this unit students will learn to:

- Create artwork using colour theory
- Demonstrate knowledge of drawing techniques (gesture, perspective, contour, light and shade) and their appropriate application
- Select appropriate drawing materials
- Select appropriate tools and equipment
- Knowledge of compositional structure through creating and analysing artworks

Guidance for the Teacher

In this unit students will be engaged in discussions about different issues relating to art creation. Some of these issues include labelling or classifying, re-producing. It is therefore important that adequate research be conducted in order to respond to queries from students. Some of these sources include: The Jamaica Journal, The Gleaner Archives, and Jamaica Intellectual Property Office.

Career Link

Consider the possibilities:

- Art historian
- Fine artist
- Art critic

Prior Learning

Check that students can:
- Use a variety of media and techniques in drawing.
- Use appropriate tools and techniques to complete specific tasks.
- Make judgments about art.
- Identify the colour groups.

UNIT 1: Drawing as Expression

STRANDS:
- Criticism
- History & Culture
- Art Creation

VISUAL ARTS ATTAINMENT TARGETS:
- Create a variety of two and three-dimensional art forms that represent personal expressions through the skilful application of the elements and principles of design
- Discuss, appreciate and answer questions about the nature and value of art
- Understand the works of art of the past and of the person(s) who created them and be able to locate them within a cultural context
- Synthesise, authenticate and convey meaning in inquiring about artists

OBJECTIVES- Students should be able to:
- Observe and analyse a composition then select the appropriate format
- Use symbols and colour to express mood in a work of art
- Create a work of art that reflects knowledge of different. drawing styles and techniques
- Use drawings to generate designs for work in other media
- Investigate such topics as forgery, labelling art (e.g., primitive/intuitive), copyright/patent
- Critique and discuss their work and that of others using a class developed rubric
- Conduct effective electronic search for relevant information
- Demonstrate an understanding of the concept of copyright

ICT ATTAINMENT TARGETS:

RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

STEM ATTAINMENT TARGETS:

SCIENCE - Investigate and test hypothesis and be able to analyse data

TECHNOLOGY - Develop an understanding of and be able to select and use construction technologies

ENGINEERING - Create works of art using the design process

MATHEMATICS - Explore paths, geometric shapes and space and make generalisation about the geometric relationships within the environment

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: View slide show of images and explore different format of composition. Select the appropriate format in which the drawing is to be done.	• Conduct electronic searches • Compose picture • Research the use of symbols • Paint manipulation • Write report • Conduct electronic searches • Formatting cropping artwork • Critique artworks • Argue and Justify presentation pieces	Varied formats for composition adequately explored and selection for personal work reflect personal thoughts, feelings and interpretation.
Study the work of Nelson Cooper entitled "Focus on sanity". List the techniques the artist uses to create the mood. Select a picture and manipulate by changing colour scheme and adding symbols to create a particular mood.		Techniques, colour and symbols adequately used to depict selected mood.
Write a report based on your research of copyright law in Jamaica. This may be done using online/offline electronic sources or presentation from research person.		Report accurately covers the copyright laws of Jamaica. Web research criteria: • Appropriate information sources • Appropriate execution strategies using key words, Booleans, etc. • Self-assessment of information seeking skills used.
Make an oral presentation of their finished work and give justification for the outcomes. Participate in class critique.		Presentation and critique adequately speaks to the quality of the finished work in regards to use of colour, format and symbols to create mood. Students work critiqued.
		Rubric for participation in class blog: • Quality of writing/post • Timeliness of post • Reflection on skills and processes used • Respect for others in language used

Students will be able to:
- ✔ Use current technology
- ✔ Use colour theory to create art work
- ✔ Reflect upon issues surrounding the production and / acquisition of art
- ✔ Demonstrate different drawing styles and techniques
- ✔ Evaluate works of work
- ✔ Navigate digital content to locate information about copyright laws in Jamaica

Points to Note

Avoid live video presentations by recording ahead of class. Collect leaflet sand pamphlets. Set up an information board.

Extended Learning

- Look at landscapes and seascapes and create pictures to show different times of the day
- Say how the time of day changes the mood of the picture
- Visit a gallery and browse the web to look at works of other artists who use symbolism
- Identify paintings with symbols

RESOURCES
Electronic Devices, Computer resources, sketch books, drawing pencil, pen, resource persons, textbooks, "Fifty years fifty artists", poster paints, acrylic paints, brushes, Jamaica journal, internet

KEY VOCABULARY
Format, mood, composition, view finder, cropping, colour, paint, symbolism

LINKS TO OTHER SUBJECTS
Social Studies – the national motto (out of many one people). English Language – preparing reports

About the Unit

In this Unit students will learn about/ to:

- Manipulate a wood-cut block and the appropriate cutting tools
- Work with an experimental nature which should allow the student self-expression
- Indigenous woods such as pine, cedar, mahoe, coconut
- Surface design and gouging technique
- History and evolution of wood- block printmaking
- Printmaking artists such as - German artist - Albrecht Dürer, Dutch artist - Hans Holbein, Chinese artist – Dong Jiansheng, Jamaican artists – Vernal Ruben, Albert Huie and Judith Salmon, Cuban artist - Angel Botello
- Discuss styles and techniques relating to wood-block printmaking
- Display, present and critique their work
- Wood-cut/engraving printmaking technique

Guidance for the Teacher

This unit should not be the first exposure to printmaking but a continuation from seventh and eighth grades. This medium, like linoleum, can be experienced as an intaglio or surface technique in print making based on aesthetics. The students should be facilitated to produce works on paper created and presented for aesthetic value. The student should be reminded that while working on the wood-block, all cutting activity should be made away from the body. The teacher should bring awareness to the students about various tools and equipment and the importance of using clean sharp tools and not rusty dull gouges.

The teacher should talk to the students about various well known artists and their creative uses of block-printing. They should be encouraged to look at various printmaking works which could help them in designing and completing their own prints. The student should be steered to understand and to use efficiently, the tools and equipment, which will enable them to bring their concepts and ideas to achieving quality prints. They should know through discussion, how the nature of wood-cut printmaking techniques can be developed into making diverse statements.

The students must be introduced to the history of printing and the evolution of wood-cut in printmaking. There are various effects which can be made from manipulating the wood and knowing how to handle the various tools to create the desired outcomes. The students are to experience the various effects which can be made by using the wood-block to print, especially when the natural wood-grains are utilized in the design.

The tools and equipment and work space should be organised in an effective manner for the students to be able to produce quality works in printmaking. The teacher should see the students as resource persons and should therefore, collaborate with them, and encourage them to probe a variety of techniques to enhance their creativity. Remind the students that our culture and annual events can be themes and topics which they can explore in their concepts and ideas.

Artists-proof and edition works in printmaking should be executed in this unit. The student should be made aware of the variety of techniques in printmaking. This would have been done by them, in grades seven and eight. They would have explored some other techniques before coming to explore

wood-cut in grade nine. Some techniques which could be explored in printmaking are monotype, etching, dry-point, linoleum-cut, calligraphy, lithograph, silk-screen or serigraphy, mezzotint, Aquatint, soft varnish or vernis moue, photo sensitive – polymer plate or solar-plate.

Students should know the difference between intaglio and relief and stencil printmaking techniques. They should also be made to know the different kinds of printing presses and hand methods by which to print. They should also know that the image they print will be a mirror effect and the use of the printmaking language should be continuously encouraged. Students can be made to judge each other's work under the supervision of the teacher who will also assess the work.

Career Link

Consider the possibilities:
- Illustrator
- Printmaker
- Art historian

Prior Learning

Check that students can:
- Use and manipulate basic printmaking tools and equipment
  - Design and conceptualise

UNIT 2: Printmaking

STRANDS:
- Design
- Criticism
- History & Culture
- Art Creation
- Aesthetics

VISUAL ARTS ATTAINMENT TARGETS:
- Develop designs for functional or non- functional use.
- Through the process of describing, analysing, interpreting and judging art, develop an appreciation for the art they create and those of others.
- Understand the works of art of the past and of the person(s) who created them and be able to locate them within a cultural context.
- Conceptualize and present on the values in art, metacriticism, artistic expressions and artistic experiences.
- Use a range of media, tools, and techniques to bring together the skills of observation, interpretation, representation and rendering to create works of art.

OBJECTIVES- Students should be able to:
- Create prints with concept and originality
- Express concepts through various techniques related to printmaking
- Investigate and source various artists and techniques in printmaking
- Discuss and illustrate the nature and value of culture in printmaking
- Interrelate and judge each other's prints
- Participate in online discussion about the nature and value of culture in printmaking
- Demonstrate respect to other online users in class blog

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

STEM ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Study examples of printing on T-shirts, banners, comic strips and other items and describe which elements of art were printed with different plates.	• Choose theme and plan Design • Design Image • Make judgments about art • Gouging and subtracting printing block. • Ink printing block • Register block and paper • Pull prints • Display and critique edition prints	The number of plates and the element of art attached to each plate identified.
Explore examples of the four main types of printmaking (relief, Intaglio, lithography, serigraphy) and discuss the work of one artist associated with each group.		Identify the four main types of printing and point out features characteristic to each.
Create design to be transferred to wood- block in printmaking for a wood-cut print. Share design with classmates on class blog.		Post on class blog carried out.
Decide how the print should look after the prints are pulled and place the drawing/image in the decided direction on the block for cutting; remembering that the print will be a mirror image. Decide if the image will be intaglio or treated as a surface block.		Image created shows correct method of cutting. Correct use of tools demonstrated in finished print.
Ink the block using brayer and printers/offset inks which should be laid as smoothly as possible on the wood-block. Clean edges of the block to prevent messy edges when the print is being pressed.		Block and paper preparation correctly done. Ink accurately applied to block.
Place registration marks for the block on the printing bed. Place registration marks for the paper which will be placed on the block.		Registration marks accurately applied.
Press the paper evenly on the inked block to get the impression of the image for the print.		Consistent application of pressure results in clean print.
Pull the print after it has been pressed. Pull as many prints which will make up the edition number.		Edition prints accurately pulled and signed.
Place the prints in a drying rack and when the prints are dry the students will sign and display them for critique.		Critique completed • Journal entries (Reflection) • Quality of writing • Appropriate use of selected digital media • Sources cited

Learning Outcomes

Students will be able to:
- ✔ Know how to manipulate the wood-block and the appropriate tools.
- ✔ Process and finish quality wood-cut prints.
- ✔ Have consistency with edition prints.
- ✔ Participate in online discussion.

Points to Note

Contemporary printmaking may include digital printing, photographic media, or a combination of digital, photographic, and traditional processes.

Extended Learning

- Students will continue to develop their printmaking skills for self-expression and for entries into competitions.

RESOURCES
Wood-block, soft paper, printers offset inks, hand brayer, intaglio printer's press, gouges and cutting tools, Printmaking artists and culture and cultural activities.

KEY VOCABULARY
Printmaking, brayer, printer's press, wood-block, printers offset inks, gouge, edition, pull prints, registration, drying rack, mirror image.

LINKS TO OTHER SUBJECTS
- Production design - learning about a variety of woods and industrial techniques.
- Mathematics – Measuring, gouging and subtracting.
- Science/ Environmental Studies – Choosing appropriate themes, and designing image.

About the Unit

In this Unit students will learn about/ to:

- Intermediate steps to weaving techniques
- Artists and history related to Fibre and decorative arts
- Different materials available to work with
- How to manipulate techniques and related tools
- Fabric manipulation such as folding, embroidery, smocking, tucking and pleating
- How to combine skills, techniques and media
- Experiment with natural and man-made fibres and other mixed media
- Document the processes of some fibre and decorative arts
- Critique and display their work
- How to link ideas and techniques to cultural events
- The aesthetics of fibre and decorative arts

Guidance for the Teacher

There should be continuity in design from grades seven and eight which must be carried over to this unit. The teacher should ensure that the principles and elements of design are transitioned to enhance students' creativity in fibre and decorative arts. The teacher should guide the students in the proper manipulation of tools and materials.

The students are to be encouraged to be creative and innovative in the process and finishing of the works they create. The students are to be introduced to various natural materials which may be used in the creative process. The teacher should ensure that the students interact with each other through the display and critique of each other's work. Preliminary work is to be encouraged in order for the students to produce quality work.

The students must develop a good sense of the documentation process and to know its importance in achieving excellent standards of work.
The students should be encouraged to collect and use various local materials to create jewellery and decorative art and to
base their ideas on historical and cultural events/ themes.

Career Link

Consider the possibilities:

- Fashion designer
- Interior decorator
- Artesian

Prior Learning

Check that students can:
- Apply basic weaving techniques.
- Understand elements and principles of designs.

UNIT 3: Fibre and Decorative Arts

STRANDS:
- Design
- Criticism
- History & Culture
- Art Creation
- Aesthetics

VISUAL ARTS ATTAINMENT TARGETS:
- Develop designs for functional or non-functional use
- Use a range of media, tools, and techniques to bring together the skills of observation, interpretation, representation and rendering to create works of art
- Discuss, appreciate and answer questions about the nature and value of art
- Understand the works of art of the past and of the person(s) who created them and be able to locate them within a cultural context
- Investigate the sources related to the symbols and messages contained in the art object
- Through the process of describing, analyzing interpreting and judging art, develop an appreciation for the art they create   and those of others

OBJECTIVES- Students should be able to:
- Create functional or none functional art
- Create art pieces that are of a natural or historic nature
- Use local materials in unique and innovative ways
- Demonstrate the use of form and function in the use of fibre and decorative arts
- Participate in online discussion forum via class blog

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.

STEM ATTAINMENT TARGETS:

SCIENCE - Explore the structure of materials and their properties.

TECHNOLOGY - Develop an understanding of and be able to select and use information and manufacturing technologies.

ENGINEERING - Create works of art using the design process.

MATHEMATICS - Explore paths, geometric shapes and space and make generalization about the geometric relationships within the environment.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Observe examples of decorative art used locally, regionally and internationally.	• Choose examples • Plan and draw Design • Make judgments • Collect Data and materials • Design jewellery beads • Mix and measure mache batter • Assemble jewellery beads and armbands	Discussion covered the use of fibre and decorative art in society.
Discuss the use of fibre and decorative art in society (e.g. in fashion, interior decoration).		Artwork reflects culture and aesthetic value.
Identify and discuss pointers for critiquing functional works of art.		Rubric developed for critiquing functional works of art.
Collect data through observation and interviews on the types of fibres and decorative arts that are currently in vogue. Compare and contrast findings with items from earlier times.		Data on fibre and decorative arts collected, compared and contrast with items from earlier times.
Research and share findings on the history of jewellery.		History of jewellery correctly researched and shared.
Write a definition for fashion jewellery. Design and create a jewellery item made from papier mache beads.		Definition of fashion jewellery correctly stated.
Cut newspaper and tissue paper into strips. Prepare newspaper into mache batter.		Papier mache batter correctly prepared.
Design and create jewellery beads with matching armbands, made of papier mache.		Jewellery items shows creative use of elements.
Use class blog or any appropriate social network site to share the learning experience with classmates and leave constructive criticisms for other online participants.		Learning experience adequately shared in regards to: • quality of Content • timeliness of posts • online user respect • self-assessment

Students will be able to:
- ✔ Know how to manipulate some weaving and textiles and decorative designing
- ✔ Develop and create ideas which can be realized in job opportunities
- ✔ To be able to use indigenous materials to create functional pieces
- ✔ To be able to identify certain natural resources to be manipulated in the creative process
- ✔ Use technology to share learning experience with classmates

Points to Note

- The awareness of indigenous materials and various fibres which are available
- Be careful to pay attention to the spacing of lines, letters and words
- Iconic/symbolic, word mark/logo type and combination mark are types of logos

Extended Learning

- What are the areas of fibre and decorative arts that could be developed into a career and income?
- Collect examples of logos from different print sources, compare their layout and affix the ones you are most fascinated with in a scrapbook

RESOURCES

Paper, paints, glue, strings and yarn, basins, work table and bench, drawing boards, craft needles, cutting tools, paint brushes, weaving loom, pens and pencils, measuring equipment

KEY VOCABULARY

Fibre, decorate, function, aesthetic, indigenous and local materials, crochet, papier mache' batter, loom, yarn, weaving

LINKS TO OTHER SUBJECTS

Family and Consumer Management – fashion related themes, different fibre

Mathematics – Measuring and planning

Science – Making mixtures, indigenous materials

Social Studied – Culture, history and aesthetics

NSC

VISUAL ARTS

GRADE 9: **TERM 3**

About the Unit

In this unit students will learn to:
- Processes in drawing using the pen and ink, chalk and oil pastels and pencil crayons.
- Drawing to perspective by sketching the interior of buildings, corridors, staircases, corners of rooms and ceilings.
- Figure drawing by doing studies of the hands and feet in various positions.
- Still life compositions of objects that are personally connected to students.
- Critically analyse their drawings.

Guidance for the Teacher

To enable students to develop proficiency in drawing, students must be made aware that drawing is a skill that can be learnt. Constant practice is necessary to improve the skill of eye and hand coordination especially when drawing from observation. Performing this simple movement becomes natural and easy if it is repeated over and over again.

Career Link

Consider the possibilities:
- Cartoonist
- Fine artist
- Illustrator

Prior Learning
Check that students can:
- Demonstrate basic drawing skills such as contour drawing
- Draw from observation

UNIT 1: Graphics Design - Developing Competence in Drawing

STRANDS:
- Design
- Criticism
- History & Culture
- Art Creation
- Aesthetics

VISUAL ARTS ATTAINMENT TARGETS:
- Use a range of media, tools and techniques to bring together the skills of observation, interpretation and rendering to create works of art.
- Through the process of describing, analyzing interpreting and judging art, develop an appreciation for the art they create and those of others.

ICT ATTAINMENT TARGETS:

DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

OBJECTIVES- Students should be able to:
- Depict current events by creating a cartoon.
- Examine and discuss drawings and cartoons as social commentary.
- Draw to perspective interiors of buildings.
- Identify and use processes in drawing still composition and parts of the body.
- Explore a variety of drawing media.
- Conduct effective online research to locate relevant information.
- Create and share multimedia presentation with samples of work done along with reflection on the learning process.

STEM ATTAINMENT TARGETS:

SCIENCE   - Investigate and test hypothesis and be able to analyse data

TECHNOLOGY - Develop an understanding of and be able to select and use construction technologies

ENGINEERING - Create works of art using the design process

MATHEMATICS - Explore paths, geometric shapes and space and make generalization about the geometric relationships within the environment

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Collect some cartoon strips (printed or via web research) examine and discuss how cartoonists use the elements and principles of designs to create them. Then select a short article or story from one of the daily newspapers (printed or electronic) and create a cartoon (manually or electronically via appropriate drawing software) depicting it.	• Define poster design • Research on the function/use/purposes of posters • Explore computer aided design software. • Compare and contrast styles and techniques • Illustrating and drawing ideas • Toning and shading • Drafting and measuring	Term "poster design" correctly defined.
Explore processes in drawing by conducting the following activities: • Visual measuring procedures by using the thumb or pencil • Identifying and drawing negative spaces • Identifying basic shapes in objects manmade or nature • Apply tone and shadows to line drawings • Draw to perspective		Research on function/use/purpose of posters researched and findings shared. Photo editing and different layout formats adequately explored. Local and international designs compared and contrasted. Elements and principles of design used to complete cartoon. Choice of colour explained. Drawing processes adequately explored.
Student will explore drawing to perspective by observing the interior of buildings and do studies of corridors, staircases, corners of rooms with tables and chairs and ceilings.		Drawings correctly demonstrated the rules of perspective drawings
Use appropriate multimedia tool to create a digital portfolio, including samples of activities completed and reflection of the learning experience throughout.		Digital Portfolio Rubric: • Selection of Samples • Reflection • Sources cited properly • Quality of writing • Layout and Grammar

Students will be able to:
- Identify different types of posters
- Investigate the format and layout of posters
- Do photo editing
- Explain and use terms associated with graphic design
- Use computer aided design software as a tool

Points to Note

- Refer to works of local cartoonists for inspiration.
- Cartoon drawing is less detailed than tonal drawings.
- Image capturing devices are means of documenting and sources of reference.

Extended Learning

Make personal expedition to town halls, great houses, town centres, to make sketches.

RESOURCES

Camera, drawing pencils, charcoal, oil pastel chalk pastels, pencil crayon, pen, ink, paper, sketch pad, drawing boards, paint brush, chalk

KEY VOCABULARY

Perspective, cartoon, social commentary, interior, illustrating, visual measurement, negative space, positive space, caricature

LINKS TO OTHER SUBJECTS

Social commentary in English Language and Literature, computer aided drawing in Industrial techniques

About the Unit

In this unit students will learn to:

- Work with clay to produce works of three-dimension art
- Use the processes of clay preparation, wedging, forming, drying, storing, bisque firing, glazing and the tools and equipment needed
- Explore the various hand building and decorating techniques- pinch, coil, slab, drape and modelling
- Investigate the works of folk artist Ma Lou and refer to her work in the creation of their work

Guidance for the Teacher

Although clay can be purchased pre-prepared students must be exposed to the process of preparing the material. The process can be augmented by watching a video clip. Where possible, students could be taken on a field trip to identify deposits of clay or the creation of objects. Explore the possibility of building an outdoor kiln from bricks. However, this process of firing does not allow for glazing.

Career Link

Consider the possibilities:

- Ceramic artist
- Product designer
- Sculptor

Prior Learning

Check that students can:
- Distinguish between shape and form
- Identify and apply the elements and principles of design
- Apply colour theory

UNIT 2: Ceramics

STRANDS:
- Design
- Criticism
- History & Culture
- Art Creation
- Aesthetics

VISUAL ARTS ATTAINMENT TARGETS:
- Develop designs for functional or non -functional use.
- Understand the works of art of the past and of the persons who created them and be able to locate them within a cultural context.
- Create a variety of two and three dimensional art forms that represent personal expressions through the skilful application of the elements and principles of design.
- Participate in an informed discourse about art so as to increase their understanding and appreciation of art.

OBJECTIVES- Students should be able to:
- Design, evaluate and make oral/written evaluation that reflects knowledge of different hand building techniques
- Research and prepare a report on traditional pottery
- Produce objects made from clay using a potter's wheel
- Manipulate tools and materials safely
- Create works of art which respond to specific requirements
- Use a variety of clay techniques to decorate the art work
- Conduct effective research for relevant content using appropriate search strategies

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.

RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

STEM ATTAINMENT TARGETS:

SCIENCE - Explore the structure of materials and their properties.

TECHNOLOGY - Develop an understanding of and be able to select and use manufacturing technologies

ENGINEERING - Create works of art using the design process

MATHEMATICS - Explore paths, geometric shapes and space and make generalisation about the geometric relationships within the environment

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Conduct electronic search using online/offline sources/watch a video clip to describe and demonstrate the process of creating ceramic artwork.	• Choose examples • Navigate digital content • Report findings • Build and Decorate craft item • Make moulds • Wash and Wedge clay • Research and document information	Appropriately source information.
Use appropriate hand-building technique to construct a perfume bottle and decorate with under glazes.		Free hand designs correctly scored on moulds.
Make a picture frame with decorations suitable for Mothers' Day.		Picture frame demonstrate an understanding of how artists use combined decorative techniques to depict themes.
Decorations may include free hand designs, stamped designs, scored designs or all three. View an instructional video to identify safe practices in using tools and equipment.		Used hand-building technique correctly to make a functional bowl.
Use the traditional three-legged Iron Pot as a model, use appropriate hand-building technique or the potter's wheel to create a functional bowl.		Completed with three legs.
Conduct electronic search using online/offline sources or visit the library to describe the process of building a pot using the traditional technique.		Web research appropriately done using the following criteria: • Appropriate information sources • Appropriate execution strategy • Variety of media formats

Learning Outcomes

Students will be able to:
- ✓ Operate equipment safely.
- ✓ Choose techniques to decorate artwork.
- ✓ Critique and make judgment about artwork.
- ✓ Produce artwork using the potter's wheel.
- ✓ Use online resources appropriately to locate relevant information.

Points to Note

Equipment which uses electrical power should be restricted to students unless supervised. Students should be guided in the disposal of waste from the department.

Note: Clay slip should not be flushed down the drain.

Extended Learning

Explore deposits of clay in a neighbourhood and practice preparing for use. Watch video clips on line to learn other techniques. Participate in local and national competitions.

RESOURCES
Kiln (electric/outdoor), clay, clay tools, banding wheels, storage bins ,damp cupboard, plaster bats, rolling pins, glazes, protective clothing, large containers for washing clay Computer; internet sources

KEY VOCABULARY
Leather hard, slip, score, pinch pot, coil building, slab building, glaze kiln, firing, green ware

LINKS TO OTHER SUBJECTS
Mathematics – measuring and planning
Social studies - sculpture and artifacts.
Building Technology – finishing (tiles, ceramic ware).

About the Unit

In this Unit students will learn about/ to:

• Design principles, Assemblage and how to build structures in 3D forms
• Shapes that are in relation to space - Lego style
• Manipulate materials and relevant tools
• Experience clay in sculptural form
• Have discourse about sculptural forms and sculptors
• Past and present sculptural movements
• Current experimental techniques in sculpture
• How sculpture is related to local culture and events
• The relevance of sculpture to our heritage
• The teacher should help students see the relationship between sculpture and cultural events
• Learn to process and prepare clay and to build an amateur

Guidance for the Teacher

The teacher should facilitate and collaborate with the students to design and produce structures in three dimension. Students will create forms in relation to specific concepts giving consideration to environmental space in a Lego style. The students should be guided in the proper methods of manipulating materials and the use of relevant tools. The students should experience working in clay and learning to manipulate the additive and subtractive techniques in the creative process of a sculptural expression.

The teacher should engage student in discussion concerning sculptural forms and the artists who create them. The teacher is expected to facilitate and collaborate with the students about the different art movements and the development which took place in sculpture. Students are to be encouraged to express ideas and produce sculptures that reflect cultural events. The teacher should research and facilitate the students with current experimental techniques that are employed in the creation of sculpture. The teacher is to collaborate with the students so that they will understand the connection between our heritage and three dimension art forms.

Career Link

Consider the possibilities:

• Medical technician
• Industrial designer
• Architect

UNIT 3: Sculpture

STRANDS:

- Design
- Criticism
- History & Culture
- Art Creation
- Aesthetics

VISUAL ARTS ATTAINMENT TARGETS:

- Develop designs for functional or non-functional use
- Create a variety of two and three dimensional art forms that represent personal expressions through the skilful application of the elements and principles of design
- Discuss, appreciate and answer questions about the nature and value of art.
- Investigate the sources related to the symbols and messages contained in the art object
- Through the process of describing, analysing interpreting and judging art, develop an appreciation for the art they create and those of others

OBJECTIVES- Students should be able to:

- Design with solutions to unique and specific outcomes - outdoor/indoor sculpture
- Develop fundamental skill and techniques in sculpture
- Discuss and document information about artists, era and movements
- Analyse the impact of form and space in the designing of sculpture
- Discuss their work in relation to other artists and their work
- Use image capturing tool to take pictures of the learning process
- Create multimedia presentation to share learning experience with classmates

ICT ATTAINMENT TARGETS:

DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

STEM ATTAINMENT TARGETS:

SCIENCE   - Explore the structure of materials and their properties

TECHNOLOGY - Develop an understanding of and be able to select and use construction technologies

ENGINEERING - Create works of art using the design process

MATHEMATICS - Explore paths, geometric shapes and space and make generalisations about the geometric relationships within the environment

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Students will: Prepare a design brief for a playground clay sculpture (use image capturing device to capture images throughout the process). Apply the design process as the work proceeds.	• Prepare design brief • Sift, wash and wedge clay • Build armature • Manipulate clay	Design brief completed and consulted during the art-creation process.
Process the clay by washing and sifting. Wedge the clay to remove air pockets. Build an amateur and stand for making the art form.		All important steps in the creation of the sculpture adequately recorded using an image-capturing device.
Place clay on amateur and create the intended art expression in organic or representational form by the process of additive and subtractive techniques.		Clay adequately processed and manipulated for intended outcome. Sculpture completed and displayed.
Create and share multimedia presentation of the process and the completed sculpture.		Multimedia Presentation Criteria: • Quality of Content • Organization of Content • Visual Appeal of Presentation • Mechanics
Use their design brief to critique the completed work. Reflect on the learning process and do a self-assessment.		Design brief used in the critique of the finished sculpture.

Students will be able to:
- Know how to process, prepare and manipulate clay
- Develop and create sculptural drawings and designs for a specific purpose
- To be able to build an amateur
- To assemble cultural concepts in sculptural forms
- Use appropriate technology to capture and document the learning process

Points to Note	Extended Learning
• The various methods of preparing clay for sculpture • The form and function of sculpture within a specific space	To be involved/ commissioned with enhancing public or private spaces with sculptural forms.

RESOURCES

Clay, amateur, sculpture tools, work bench, sieve, plaster bat, large storage containers, protective clothing, welding equipment

KEY VOCABULARY

Texture, textile, fibre, fibre art, motif, sun –painting, fibre, textile design, pattern, weaving, loom, warp, weft, hand painting, stencil printing, block printing, embroidery

LINKS TO OTHER SUBJECTS

Geography – modelling moulding three-dimension land maps

Mathematics – Measuring and planning

Science – nature and anatomy

Social Studied / Religious Education – Culture, statues, statuettes

TERMS	DEFINITIONS/MEANINGS
Abstract	Artwork in which the subject matter is stated in a brief, simplified manner; little or no attempt is made to represent images realistically, and objects are often simplified or distorted.
Acrylics	Quick drying, plastic polymer pigment used with water.
Additive	The process of adding or joining parts and/or visual elements together to create a painting, collage or sculpture (as opposed to subtractive).
Aesthetic Qualities	Cues within artwork, such as literal, visual, and expressive qualities, which are examined during the art criticism process.
Aesthetic Response	Viewer's reply, answer, or reaction to artwork after studying the work, describing, analyzing, and interpretation.
Aesthetics	The philosophy or study of the nature of beauty, the value of the arts and the inquiry processes and human responses associated.
Analogous	Closely related colours; a colour scheme that combines several hues next to each other on the colour wheel.
Analysis	In art criticism, the step in which you determine how the principles of art are used to organize the element of art. In art history, the step used to determine the style of the work.
Architecture	The planning and creating of buildings.
Art	Creative work or its principles, making or doing of things that display form, beauty, and unusual perception. (Visual art includes all forms of creative and expressive production in material and media resulting in architecture, painting, sculpture, photography, craft, ceramics, printing, and applied design).
Art Criticism	An organized approach to studying, understanding, and judging artworks. (It has four stages: description, analysis, interpretation, and judgment).

TERMS	DEFINITIONS/MEANINGS
Art Criticism	An organised approach to studying, understanding, and judging artworks. It has four stages: description, analysis, interpretation, and judgment.
Art Element/Elements of Designs	Components that comprise a work of art, such as line, color, value, shape, texture, form, and space.
Art Skills	Abilities required conceiving, designing, and producing works of art through the manipulation and control of tools, materials, and media.
Artist (s)	People who use imagination and skill to communicate ideas in visual form.
Artistic Exemplar (s)	Examples of works representative of a specific time period, group, artist, school, or style used to model the characteristics, materials, processes, or ideas of that time period, group, artist, school, or style. (Exemplars can be works done by children to model what children of a comparable age would, could, or might make).
Artistic Style	Way of expression shared by an individual artist or a group of artists.
Artwork/Work of Art	The product of creative effort in dance, music, theatre, and the visual arts.
Assemblage	A three-dimensional composition in which a collection of objects is unified in a sculptural work.
Asymmetry	A lack of equality or equivalence between parts or aspects of something.
Background	The part of the picture plane that seems to be farthest from the viewer.
Balance	A distribution of visual weight on either side of the vertical axis. Symmetrical balance uses the same characteristics. Asymmetrical uses different but equally weighted features.
Balance	A principle of art that refers to the way the art elements are arranged to create a feeling of stability in the work, i.e., symmetrical, formal, asymmetrical, informal, or radial.
Collage	An artistic composition made of various materials (e.g., paper, cloth, or wood) glued on a surface.

TERMS	DEFINITIONS/MEANINGS
Colour relationships	Also called colour schemes or harmonies. The relationships of colours on the colour wheel; Basic colour schemes include monochromatic, analogous, and complementary.
Colour	The visual sensation dependent on the reflection or absorption of light from a given surface. The three characteristics of colours are hue, intensity, and value.
Additive	A circular diagram of the spectrum used to show the relationships between the colours.
Colour	A visual element of art with properties of hue (the colour name, i.e., red, blue, etc.), intensity (the purity and strength of the colour, i.e., bright red, dull red, etc.), and value (the lightness or darkness of a colour).
Complementary colours	Colours opposite one another on the colour wheel. Red/green, blue/orange, yellow/violet are complementary colours.
Composition	The overall placement and organization of the visual elements in a work of art, as well as the work of art itself.
Content Message	The artist is trying to convey in an artwork. The content may relate to the subject matter, and idea, or an emotion.
Content	The representations, messages, ideas, and/or feelings expressed in a work of art. The content can relate to the subject matter or be an idea or emotion. Theme is another word for content.
Contour line drawings	Drawing that represents the edges and ridges of a form, without tonal variation, shading, etc.
Contrast	Differences between two or more elements (e.g., value, color, texture) in a composition; juxtaposition of dissimilar elements in a work of art so as to create visual interest. Also refers the degree of difference between the lightest and darkest areas of an image.
Cool colours	Colours suggesting coolness, blues, greens, violets and their variants.

TERMS	DEFINITIONS/MEANINGS
Craft skill	Technique; doing a job with careful attention to detail and discipline.
Creativity	Using imagination rather than imitating something else. The generation of ideas, images and/or solutions.
Cubism	A style of painting and sculpture developed in the early 20th century, characterized chiefly by an emphasis on formal structure, the reduction of natural forms to their geometrical equivalents, and the organization of the planes of a represented object independently of representational requirements.
Dadaism	A European artistic and literary movement (1916-1923) that flouted conventional aesthetic and cultural values by producing works marked by nonsense, travesty, and incongruity.
Describe/Description	In art criticism, making a careful list of all things seen in an artwork; in art history, telling who produced a particular work of art, when, and where it was done.
Design Concepts	Qualities applied through choice and arrangement to control and organize the elements of art and principles of design; used to purposefully produce, understand, and judge art, i.e., proximity, touching, combining, deletion, overlapping, closed and open forms, alignment and direction. A planning process that refers to ways that components of art elements and principles, tangible or intangible, may be selected, manipulated, and synthesized to create a whole visual expression – a work of art. (Components of the element "line" may be straight or curved; "shape" may be closed or open, touching, apart, or overlapping; and elements and principles may be minimized, maximized, monumentalized, exaggerated, etc.).
Design	The plan, conception or organization of a work of art; the arrangement of independent.
deStijl	An abstract art movement marked by the use of rectangular forms and by emphasis on primary colours or greys and blacks.
Digital media	Technology driven by computer access with emphasis on web based and print output design.

TERMS	DEFINITIONS/MEANINGS
Distortion	The condition of being twisted or altered from a usual or regular shape. In visual art, distortion is often used as an expressive technique.
Dominance	An emphasis of one aspect, characteristic or quality in an image in relation to all others.
Elements of art/Elements of design	Sensory components used to create and talk about works of art: line, colour, shape, form, dot texture, value, space.
Emphasis	A principle of art that gives special attention or embellishment on an element of art, characteristic or object in a work of art that creates a centre of interest or focal point.
Expressionism	An artistic style that departs from the conventions of realism and naturalism and seeks to convey inner experience moods and feelings.
Expressive content	Content expressive of ideas and moods in a work of art.
Expressive qualities	The feelings, moods, and ideas communicated to the viewer through an artwork.
Fauvism	A style of artwork, developed by artists in France in the early twentieth century that used bold colours schemes and radical colour placement.
Figurative	The representation of people, subjects, and scenes from everyday life.
Focal point	The place in a work of art at which attention becomes focused because of an element emphasized in some way.
Foreground	Part of a two-dimensional artwork that appears to be nearer the viewer or in the "front" of the image. Middle ground and background are the parts of the picture that appear to be farther and farthest away.
Form	An element of art that is three-dimensional (having height, width, and depth) and which encloses volume, i.e., cubes, spheres, pyramids, and cylinders; the configuration or shape of an object in two-dimensional or three-dimensional space; and art marked by a distinctive style, form, or content.

TERMS	DEFINITIONS/MEANINGS
Function	Purpose and use of a work of art.
Genre	Category of art marked by a distinctive style, form, or content, i.e., still life, portrait, etc.; representation of subjects and scenes from everyday life, i.e. works by Vermeer, the 17th century Dutch painter.
Gesture drawing	The drawing of lines quickly and loosely to show movement in a subject.
Gradation	A principle of art referring to a way of combining art elements by using a series of gradual changes in those elements, usually a step-by-step change.
Harmony	The related qualities of the visual elements of a composition. Harmony is achieved by repetition of characteristics that are the same or similar.
Unity	A principle of art referring to a way of combining the elements of art to accent their similarities and bring the parts of an image or form into a whole.
Hue	The gradation or attribute of a colour that defines its general classification as a red, blue, yellow, green or intermediate colour.
Image (s)	Physical likeness or representation of a person, place, event, or idea made visible though an art process.
Imagination	The act of recalling natural and human-made objects, animals, people, places, and events from one's past experiences and rearranging them in a new or unusual order or format.
Impressionism	A theory or practice in painting especially among French painters of about 1870 of depicting the natural appearances of objects by means of dabs or strokes of primary unmixed colours in order to simulate actual reflected light.
Installation art	The combining of elements into a singular artwork that is specifically located in one place; an artwork that exists only in the place in which it was/is installed, and is not able to be relocated like a painting or print.

TERMS	DEFINITIONS/MEANINGS
Intensity	Also called chroma or saturation; refers to the brightness of a colour (a colour is full in intensity only when in its pure form and unmixed). Colour intensity can be changed by adding black, white, grey or an opposite colour on the colour wheel.
Interpret/Interpretation	In art criticism, determining and explaining the meaning, mood, or idea of artwork; In art history, noting how the sense of time and place affect an artist's style and subject matter.
Judge/Judgment	In art criticism, making a decision about an artwork's success or lack of success and providing the reasons to support the decision. In art history, deciding whether an artwork introduces a new style or if it is an outstanding example of a particular style.
Layout	the arrangement of images on a surface, page or canvas.
Line	An element of art, which refers to, the continuous mark made on a surface by a moving point, i.e., 2-dimensisonal pencil marks on paper or 3-dimensional wire lines. Line is often an outline, contour, or silhouette, can vary in width, length, gesture, colour, direction, etc.
Linear perspective	A graphic system used to create the illusion of depth and volume on a flat surface. In images of buildings and objects, the lines defining their edges and features are slanted, making them appear to extend back into space.
Maquette	A preliminary model (as of a sculpture or a building), usually small.
Mass	The outside size and bulk of an object, such as a building or a sculpture; the visual weight of an object.
Media	(1) Plural of medium referring to materials and associated techniques used to make works of art. (2) Classifications of artworks, such as painting, printmaking, sculpture, film, etc.).
Metaphorical representation	The use of metaphors to create visual images that can represent ideas, concepts, and feelings. Metaphors are constructs that have coherent structure, highlighting some things and hiding others, and are thus useful in making sense of experience.

TERMS	DEFINITIONS/MEANINGS
Middle ground	Area of a two-dimensional work of art between the foreground (closest to the front) and background (furthest receded).
Mixed media	An artwork in which more than one type of art material is used.
Monochromatic	Use of only one hue or colour that can vary in value or intensity.
Mono print	A print made from a plate that can be used only once.
Mood	The state of mind or emotion communicated in a work of art through colour, composition.
Motif	A repeated pattern, often creating a sense of rhythm.
Movement/rhythm	A principle of art which refers to a way of combining elements of art to produce the look of action or to guide a viewer's eye throughout the work; a trend.
Multimedia	Computer programs that involve users in the design and organization of text, graphics, video and sound in one presentation.
Narrative art	An artwork which conveys a story to the viewer.
Narrative drawing	A way of telling stories visually; a narrative drawing can consist of a single image or a sequence of images.
Negative space	Shapes or spaces that are or represent the areas unoccupied by objects.
Neutral colours	Black, white, grey, and variations of brown. They are included in the colour family called.
Nonobjective	Having no recognizable object or subject; also, nonrepresentational.
Observation	The act of sensing or perceiving through sight.
Oils	Oil-based pigment used with paint thinner, turpentine, or other non-water-based suspension.

TERMS	DEFINITIONS/MEANINGS
One-point perspective	A way to show 3-D objects on a 2-D surface, lines appear to go away from the viewer meet at a single point on the horizon known as the vanishing point.
Organic	Shapes or forms not of geometric shape, having irregular edges, surfaces or objects similar to natural forms.
Originality	Freshness of idea, design, or style; the result of independent thought or constructive imagination.
Parts	The elements of art to form a coordinated whole.
Pattern	The repetition of specific visual elements such as a unit of shape, form or motif. A method used to organize surfaces in a consistent regular manner.
Perception	Information obtained through the senses; observation; quick, acute, and intuitive cognition.
Performance art	A type of art in which an event or events are planned and enacted before an audience for aesthetic reasons.
Perspective	A formula for projecting the illusion of three-dimensional space onto a two-dimensional surface. (one- point, two – point, aerial).
Point of view	The angle from which a viewer sees the objects or scene in an image.
Pointillism	A technique of neo-impressionist painting using tiny dots of various pure colours, which become blended in the viewer's eye. It was developed by Seurat with the aim of pro-ducing a greater degree of luminosity and brilliance of colour.
Portfolio	A collection of documents and art works representative of a person's completed works and/or works in progress.
Positive shape	Space in an image that represent solid objects or forms.

TERMS	DEFINITIONS/MEANINGS
Postmodernism	A complex concept that challenges formal elements of art and invites multiple approaches to art with a focus on increasing awareness of societal problems, environmental issues, and art for society's sake.
Primary colours	Red, yellow, and blue. From these all other colours are created.
Principles of design	The ways artists organize the visual elements of art: Organizing concepts for perceiving and understanding the elements of art such as balance, rhythm, movement, repetition, harmony, gradation, proportion, emphasis, contrast, pattern, variety and unity.
Printmaking	The transference of an image from one surface (plate or block) to another (usually paper) using ink.
Problem solving	The process of finding a solution to a stated problem usually through convergent problem solving which requires the identification of one correct response or divergent problem solving which requires the formation of multiple solutions to a problem.
Process	The manipulative skills of a specific method of making art, such as the techniques used for watercolour painting, papier mache sculpture, or ceramic glazing.
Properties of colour	The characteristics of color that are perceived: hue, value, and intensity.
Proportion	A principle of art referring to the relationship of various elements of art to the whole composition and to each other; also refers to size relationships.
Reflection	Personal and thoughtful consideration of an artwork, an aesthetic experience, or the creative process.
Repetition	A principle of art closely related to harmony that refers to a way of combining art elements so that the same element (s) is/are used over and over again.
Representational accuracy	A style of art in which the goal is to render an image or object realistically and with as much accuracy and detail as possible.

TERMS	DEFINITIONS/MEANINGS
Responding	A combination of affective, cognitive, and physical behaviours. Responding involves a level of perceptual or observational skill; a description, analysis, or interpretation on the part of the participant; and sometimes a judgment or evaluation based on criteria.
Rhythm/movement	A principle of art referring to a way of combining art elements to produce a look and feel of action or to cause the viewer's eye to travel over the artwork in a certain way.
Rubric	A guide for judgment or scoring, a description of expectations. Scale Relative size, proportion; the determination of measurements of dimensions within a design or artwork.
Scale	Proportional relationships created relative to a specific unit of measurement.
Sculpture	A three-dimensional work of art which may be carved, modelled, constructed, or cast.
Sculpture	Three-dimensional artwork to be seen either in the round (from all sides) or as a base relief in which figures protrude only slightly from the background).
Secondary colours	Colours that are created by the mixture of two primary colours, i.e. red and yellow make orange, yellow and blue make green, blue and red make violet, etc.
Shade	A colour produced by the addition of black.
Shape	The visual element that has two-dimensions: height and width. A space with a defined or implied boundary. Two basic groups: geometric and organic.
Space	The area between, around, above, below, or contained within objects. Spaces are areas defined by the shapes and forms around them and within them, just as shapes and forms are defined by the space around and within them.
Still life	A composition of inanimate objects.
Structure	The way parts are arranged or put together to form a whole.

TERMS	DEFINITIONS/MEANINGS
Style	Manner or process of employing tools and materials in a work of art in such a way as to communicate the personality of an artist, school, or group; artists whose thoughts, words, or style demonstrate a common influence or unifying belief.
Stylistic elements	Those characteristics that define a particular art period, group, artist, or school of artwork.
Stylistic methods	The manner in which artists manipulate and apply materials, tools, and techniques to achieve desired aesthetic intentions that are individually distinctive or recognized as part of a larger group or school.
Subject/subject matter	That which is represented in a work of art. (In a portrait, the subject is the person depicted; in a landscape, the subject is the actual scene; in abstract art, the subject may only exist in the artist's mind).
Subtractive artistic method	Removing or taking away from the original creative material, (the opposite of additive).
Surrealism	A movement in art that flourished in the early twentieth century. Surrealism aimed at expressing imaginative dreams and visions free from conscious rational control.
Symbol	A form, image, or subject representing a meaning other that the one with which it is usually associated.
Symbol	A visual image that represents something other than itself.
Symbolic form	Object or configuration used to represent or evoke associated ideas, meanings, and values through analogy, metaphor, or personification.
Symmetry	A balance of parts on opposite sides of a perceived midline, giving the appearance of equal visual weight.
Technique	Specific method or approach to art making, including the use of tools and equipment, the application of media, manipulation and control of materials, etc.; any way of working with art materials to create an art object.

TERMS	DEFINITIONS/MEANINGS
Technologies/technology	Skill and knowledge connected to revolutionizing ways of doing and making; invention of new ideas or new ways of doing and making things.
Texture	The surface quality of materials, either actual (tactile) or implied (visual). It is one of the elements of art.
Thematic works	A series of artworks that have a commonality, i.e., the same subject matter, style, technique, concept such as works about life and leisure, life and work.
Theme	A subject or topic of discourse or of artistic representation.
Three-dimensional	Having height, width, and depth.
Tint	A slight or pale coloration; a variation of a colour produced by adding white to it and characterized by a low saturation and high lightness.
Tone	Colour with grey added to it.
Two-dimensional	Having height and width but not depth.
Two-point perspective	A visual system of representation designed to show 3-D objects on a 2-D surface. This illusion of space and volume utilizes two vanishing points on the horizon line.
Unity	A principle of design that connects a variety of elements of art and principles of design into a work of art with harmony and balance.
Universal theme (s)	Artworks from a variety of cultures that share a commonality based in human experiences and that show the relationships of individuals to each other and within social groups. (Examples include use of the same subject matter, styles, techniques, and concepts such as containers, entranceways, rites of passage, fabrics for life, places to live, life and leisure, life and work, conflict, the human figure, couples, animals, landscapes, allegory, myth, and fantasy).
Value	An element of art that describes the lightness or darkness of a colour; the gradual changes in drawings, woodcuts, photographs, etc. even when colour is absent.

TERMS	DEFINITIONS/MEANINGS
Value scale	Scale showing the range of values from black to white and light to dark.
Vanishing point	A point at which receding lines seem to converge.
Variety	A principle of art concerned with combining one or more elements of art in different ways to create interest.
Visual elements	The basic ingredients artists use to create works of art.
Visual metaphor	Images in which characteristics of objects are likened to one another and presented as that other. They are closely related to concepts about symbolism.
Visual thinking	Perception; mental representation and ordering of information using images or figures.
Volume	The space within a form, such as that of a container or building.
Warm colours	Colours suggesting warmth, such as reds, yellows, and oranges.
Western works of art	Characterized by a dominant European influence.
Work of art/artwork	The product of creative effort in dance, music, theatre, and the visual arts.

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The 21st century is a time of rapid technological growth and social change. The school curriculum must, therefore, ensure that young people are well prepared for the challenges and opportunities that they will meet as adults in this century. The MoEYI is making every effort to provide for the multiple intelligences of our children and cater to their diverse needs in order to fully maximize their capabilities. Hence, the MoEYI has created alternative pathways to receiving an education at the secondary level.

Providing alternative pathways will be far-reaching in carrying out the Ministry's mantra, "Every child can learn....every child must learn". Learning pathways will allow for an inclusive approach in which instruction is based on tailored curricula, enabling each learner to perform to his/her fullest potential based on aptitude, interest and ability. Alternative Pathways represent a new approach to secondary education. Secondary education in Jamaica is being reframed and re-positioned as customised, diverse, relevant, equitable, outcomes-based, and inclusive; and significantly, this approach will signal the introduction of a seven year (Grades 7-13) period of instruction for students on all secondary pathways.

Goals of the APSE

- Design the school system to offer differentiated instructional programmes, informed by the National Standards Curriculum (NSC).
- Develop individualized intervention/learning plans based on students' performance profile.
- Provide special educators as Pathway Coaches to support subject teachers of students on Secondary Pathways II and III in the delivery of instruction.
- Facilitate a functional academic approach at the secondary level characterised by response to intervention (RtI) methodology, interactive, learner-centred, project-based and problem- based learning, reflection and alternative forms of assessment.
- Foster a system for ALL students to exit the secondary level with the knowledge, skills, competences and attitudes which will have them ready for the world of work or to access tertiary level education.

Secondary Pathways I, II & III (SP I, II & III)

All students will access secondary education via the prevailing Grade Six examination. The exit examination will provide individual profiles to inform decisions for pathway access and standards for differentiation.

SPI is a 7-year programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the National Standards Curriculum (NSC), and at Grades 10, 11, 12 & 13, they will access the curricula/syllabi of the examining body.

SP II is a 2-year transitional programme with a curriculum based on the constructivist approach. Special educators/pathway coaches will work with teachers and students on this pathway. Students will be provided the required intervention and support to allow for transition. At the end of Grade 8 students will be re-evaluated through psycho-educational evaluation to determine their readiness for crossing over into either SP I or SP III.

SP III is a 7-year programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the National Standards Curriculum (NSC), and at Grades 10 & 11, they will access the curricula/syllabi of the examining body. At the end of Grade 11 SP III students will transition into the Career Advancement Programme.

At Grades 7-9 the NSC, will be modified to meet the needs of the SP III students. Students in SP III will be instructed through a functional academics curriculum in the core subjects- Mathematics, English Language, Communication, Social Studies and Science. Their instruction will be further enriched with Personal Empowerment, Technical and Vocational instruction, as well as the performing and creative arts. Pathway Coaches will collaborate with subject teachers to prepare content, ensuring differentiation in instruction for students on
SP II and III. These students will also be supported through use of the Response to Intervention (RtI) methodology.

PERSPECTIVES OF SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS & THE AESTHETICS (STEM/STEAM) IN RELATION TO THE NATIONAL STANDARD CURRICULUM (NSC)

INTRODUCTION & BACKGROUND

The integration of theoretical principles that relate to STEM/STEAM Education in the NSC began in June 2014. This move was influenced by recommendations of the STEM Steering Committee that emphasized the need to develop learners who are not just productive, but who would also be innovative Jamaicans. STEM integration was also regarded as one of the strategic long term means of addressing the economic challenges being faced by Jamaica using education as a primary vehicle for the implied transformational change to happen, beginning from short term efforts.

Initial discussions and deliberations promoted an emphasis on STEM rather than STEAM Education. However, critical analysis of the conversations conveyed the perspective of STEM as a collection of related disciplines that all learners should have the opportunity of pursuing, to develop the competencies they offer and as a consequence be able to gain employment or become employers in STEM related areas. As stakeholders from different backgrounds processed their understanding of STEM, new meanings of the concept emerged from the discussions. One was the perspective of STEM as a methodology. There was, however, concern about the exclusion of "A" in STEM. This "A" component however, brought to the discussion, multiple meanings. In some Aesthetics as a field and was considered an important component to be included if educators are serious about issues of discrimination, holistic learning and current research on the iterative function of the brain that warrants attention to brain based learning and the role of the Arts in promoting knowledge integration to cater to multiple domains of learning. There was also discontent about neglecting the Performing Arts when related creative industries contribute significantly to economic development. The concern was that the role of the Arts to economic development was being trivialized.

The call for the integration of the Aesthetics or Art forms became more pronounced as STEM took on more national significance. This was supported by research that indicates the importance of the Aesthetics in developing values and attitudes, in promoting holistic learning and in serving as drivers of innovations. By integrating principles from STEM with those from the Arts/Aesthetics, the approach to problem solving would encourage greater appreciation for and reliance on the interdependent nature of knowledge when science and arts intersect. Additionally, STEAM as a methodology encourages the harmonizing of the cognitive and the emotional domains in the problem-solving process.

The concept of STEAM was adopted in 2015, as an integrative approach to education and a methodology that pays attention to the benefits to be derived from the inclusion of the Arts or Aesthetics with STEM related principles. These collective benefits are supported by Jolly (2014), Sousa and Pilecki (2013) and include divergent thinking; differentiated learning; Arts integration; focus on intrinsic motivation and informed decision-making.

PERSPECTIVES OF STEM/STEAM IN THE CONTEXT OF THE NSC

In the context of the NSC, STEM/STEAM is used in a number of ways. These include:

STEM/STEAM as an integrative learning approach and methodology in facilitating learning. This perspective places emphasis on STEM/STEAM as a means of helping learners become creative or innovative problem solvers and lifelong learners who rely on scientific principles (laws and theories) to address issues/concerns or to deal with observed phenomenon that are puzzling for them or that inspire interest. As an approach, the focus is on solving problems based on principles. As methodology, the focus is on the system of practical procedures to be used to translate principles into the problem - solving processes or to choose from available problem- solving models.

STEM/STEAM as an Experiential-Vocational Learning Framework that is based on problem solving through the project-based approach. Emphasis is placed on solving real life problems in a context that requires learners and their facilitators to observe work-based principles. The primary purpose for this focus is for learners to: (i) become employable (ii) prepare for further education and/or for occupational or work readiness.

STEM as types of institutions in which learning is organized as a meta-discipline as described by Morrison and Bartlet (2009). Based on this perspective, STEM facilitates the demonstration of knowledge in a manner that removes the boundaries of each discipline for application to problem as would be practised in the real world.

IMPLICATIONS OF PERSPECTIVES OF STEM/STEAM IN LIGHT OF THE NSC

Since the NSC is based on Constructivism principles, STEM/STEAM as an approach and methodology, has to be established on post-positivistic thinking. From this position, STEM/STEAM influences the kind of practice that promotes collaboration, negotiation of meaning and openness to scrutiny.

The NSC developers selected a Constructivist approach that included the deliberation, designing and development stages of the curriculum process. Evidence of the influence of Constructivism can be seen the NSC Framework Document that conveys the following emphasis:

(i) The element of objectives is presented in two forms; firstly as Learning Objectives to focus attention on process and experience rather than product. Secondly as Learning Outcomes that serve as some of the outputs of the process. They include the basic understandings, skills and dispositions anticipated from learners' engagement in the planned experiences.

(ii) The element of content is treated as contexts for learners to think critically, solve problems creatively while developing their identity as Jamaicans. Content is not expected to be treated as disciplines to be mastered but as areas that contribute knowledge, skill sets and attitudes that form the composite of competencies to be acquired from their integration in the learning situations.

(iii) The element of learning experiences (method) is presented as a set of learning activities that serves as a source of problems to be addressed as a part of the learning process. These real-life activities provide the scope of knowledge, skills and required dispositions or character traits for learners to make sense of that aspect of life or the world that they represent. They are the threads that connect all the other elements of the curriculum and allow for the integration of STEM/STEAM in the following ways:

- Identification of activities that are presented as problems to be solved using the STEM/STEAM approach based on contextual factors that include the profile of the learner, the learning conditions and the anticipated impact.

- Integrating activities to form a real problem to be solved as a short, medium or long term project to which the project based learning would be applied.

- The examination of learning activities by learners and teachers as co-learners through multiplelenses using content of science, technology, mathematics and the humanities that they have already explored to engage in the problem identification and definition processes.

- Extending learning in the formal setting to the informal by connecting co-curricular initiatives that are STEM/STEAM based that learners are undertaking at the institutional level through clubs and societies, as whole school projects or in partner ship with external stakeholders.

- Using the learning activities to review STEM/STEAM initiatives that form a part of the informal curriculum to and for reflection on action.

- Using activities as springboards for reflecting on career or occupational interest in STEM/STEAM related areas.

(iv) The element of evaluation is communicated in two major ways; firstly as prior learning which serves diagnostic purpose and secondly as an on-going developmental process. This formative focus is indicated by the inclusion of explicitly stated assessment criteria that are to be used alongside the learning activities. The use of assessment criteria as counterparts of the learning activities also indicates that assessment is learner centred since it is serving developmental rather than promotional purpose and as a consequence, allows learners to self-correct as they use feedback to develop feed-forward capabilities. Evidence of learning, based on the learning outcomes, can be collected from various types of assessment methods that emphasize the learner centred constructivist orientation. This brings to the fore the need for serious consideration to be given to differentiation in assessment for fairness and credibility of claims about learners' capabilities and to inform decisions that will impact their educational journey.

In general, this integrated approach, which is the context of STEAM, is aimed at improving the quality of the educational experience for learners while influencing the achievement of the aims of education that relate to productivity and creativity as part of the profile of the Jamaican learner.

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The 5Es Overview: "The 5E Learning Cycle"

What is a 5E Learning Cycle?

This model describes an approach for facilitating learning that can be used for entire programmes, specific units and individual lessons. The NSC supports the 5E constructivist learning cycle, as it places emphasis on the processes that may be used to help students to be personally involved in the learning situation as they are guided to build their own understandings from experiences and new ideas.

5E Instructional Model

Figure 1. Illustrating one version of the 5E model that conveys the role of
valuation as an interconnecting process that is at the core of the learning experience.

Figure 2, illustrating a cyclical perspective of the model with each process
being given similar emphasis in contributing to the learning experience on a whole.

EXPLANATION OF THE INSTRUCTIONAL MODEL

What are the 5Es?
The 5Es represent five key interrelated processes that provide the kind of learning experiences for learners to experience the curriculum or planned learning episodes: Engage, Explore, Explain, Extend (or Elaborate), and **Evaluate**.

ENGAGE: The purpose of the ENGAGEMENT dimension is to help students to be ready intellectually, socially, emotionally etc. for the session. Attention is given to the students' interests and to getting them personally involved in the lesson, while pre-assessing prior understandings, attitudes and/or skills. During the experience, students first encounter and identify the instructional task and their roles and responsibilities. During the ENGAGEMENT activity, students make connections between past and present learning experiences, setting the organizational groundwork for upcoming activities. The engagement activity may be used to (a) help student unearth prior knowledge (b) arouse their curiosity (c) encourage students to ask questions as a sign that they have wonderments or are puzzled.

EXPLORE: The purpose of the EXPLORATION dimension is to get students involved in solving a real problem that is based on a selected context. EXPLORATION provides them with a chance to build their own understanding of the phenomenon being investigated and the attitude and skills involved for arriving at a workable solution. In exploring the students have the opportunity to get directly involved with the phenomenon and materials. As they work together in learning teams or independently, the need to share and communicate becomes necessary from the experiences. The teacher functions as a facilitator, providing materials, guarding against obstacles to learning and guiding the students to operate based on agreements. The students become inquirers and co-owners of the learning process. In exploring, they also ask questions, formulate hypothesis, search for answers or information/data, reflect with others, test their own predictions and draw conclusions.

EXPLAIN: The purpose of the EXPLANATORY dimension is to provide students with an opportunity to assess their thinking and to use intellectual standards as critical thinkers to communicate their perspectives and/or the meaning of the experiences. They rely on communication tools and their skills as Language users to: (a) organize their thoughts so that they are clear, relevant, significant, fair, accurate etc. (b) validate or affirm others (c) self-motivate. Reflection also occurs during the process and may cause students to adjust their perspective or justify their claims and summarise the lessons being learned. Providing explanations contributes to vocabulary building and self-corrective actions to deal with misconceptions that they become aware of from feedback of their peers and/or their facilitator.

EXTEND: The purpose of this dimension is to allow students to use their new knowledge and continue to explore its significance and implications. Students work independently or with others to expand on the concepts and principles they have learned, make connections to other related concepts and principles within and/or across disciplines, and apply their understandings in new ways to unfamiliar situations.

EVALUATE: The purpose of the EVALUATION dimension is for both students and facilitator to determine progress being made or the extent to which learning has taken place based on the stated objectives or emergent objectives. EVALUATION is treated primarily as an on-going diagnostic and developmental process that allows the learner to become aware of gaps to be treated and progress made from their efforts to acquire the competencies that were the focus of the session. Examples of competencies include understanding of concepts, principles and processes and demonstrating various skills. Evaluation and assessment can occur at different points during the learning episode. Some of the tools that assist in this diagnostic and formative process include rubrics, teacher observation log, self-inventories, peer critique, student interviews, reflective presentations, displays/expositions, portfolios, performances, project and problem-based learning products. Analysis of reflections, video recordings are useful in

helping students to determine the depth of their thinking and understanding and the objectives they have or have not achieved.

Who developed the 5E model?

The Biological Science Curriculum Study (BSCS), a team led by Principal Investigator Roger Bybee, developed the instructional model for constructivism, called the "Five Es".

The Link between the 5E model and Types of Learning Activities

The five (5) types of Learning Activities purported by Yelon (1996) can be integrated with the 5E's so as to enrich the teaching and learning process. He noted that every instructional plan should include the following learning activities

1. Motivation Activities: Intended to help learners to be ready for the session
2. Orientation Activities: Inform students of their roles and responsibilities based the purpose or objectives of a learning episode.
3. Information Activities: Allow students to manipulate current knowledge, access/retrieve and generate new ideas
4. Application Activities: Allow for the use of knowledge and skills in novel situations
5. Evaluation Activities: Allow for reflection, corrective actions and sourcing of evidence to confirm/refute claims about learning.

These activities can be planned to serve one of the purposes of each dimension of the 5E model. For example, ENGAGEMENT may be comprised a Motivation Activity and an Orientation Activity. EXPLORATION and EXPLANATION require an Information Activity, while EXTEND requires an Application Activity. EVALUATION requires the kind of activity that will contribute to the collection of data for assessing and arriving at a conclusion about performance based on stated or expected purpose for which learning is being facilitated.

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The following rubric is a suggested guide for the measurement of students' performance. It is recommended that the teacher looks at the assessment task for each activity and then arrive at a rating for the student, using the guide below.

Variables	Performance Criteria	Rating Scale
Excellent Achievement	• Uses elements and principles of design effectively • Shows obvious evidence of thinking • Addresses complex visual or conceptual ideas • Shows inventiveness and imagination • Shows experimentation and risk-taking • Reflects sensitivity and/or subtlety • Shows excellent compositional skills • Shows evidence of style and format • Applies all of the findings/observations /examinations to the work	5
Very Good Achievement	• Adequate use of the elements and principles of design • Has some evocative qualities • Shows successful engagement with some aspects of techniques • Demonstrates a fairly high degree of success • Shows some awkwardness in the artwork • Uses techniques and materials successfully • Makes composition that is strong • Applies most of the findings/observations/examinations to the work	4
Acceptable Achievement	• Suitable use of the elements and principles of design • Shows an effort to solve problem. • Solutions tend to be simplistic • Exploration of the medium is missing • Art work created is unresolved • Weak composition • Shows few signs of effective decision making • Shows little evidence of thinking • Applies some findings/observations /examinations to the work	3

Variables	Performance Criteria	Rating Scale
Inadequate Achievement	• Limited use of the elements and principles and of design • Uses techniques that are very poor • Shows a lack of awareness of tools/ media • Provides solutions that tend to be trite • Uses composition that is poor or ill-considered • Unable to apply findings/observations /examinations to the work	2

Notes to the Teacher

Students are required to keep a digital or manual portfolio for Grades 7, 8 and 9. A separate portfolio may be kept for each grade or one portfolio be maintained across Grades 7– 9. At the end of each year however, the portfolio entries must be discussed with the student and a mark assigned. Not only will the student has an opportunity collect and exhibit his/her performance and understanding of the art making process developed across the units of the visual arts curriculum but the opportunity to discuss with his/her teacher, concepts developed and questions that may be still lingering in his/ her mind. Once students have selected their pieces the teacher may assist them in photographing/documenting /posting their work. Teachers are expected to make available to students the " notes to the students" along with the "scoring guide for student portfolio."

Notes to the Students
Without the assistance of your teacher, select one piece of work from each unit, which you consider best reflect your understanding of the unit and place it in your portfolio. Your portfolio entries may be accompanied by sketches and notes that further explains the individual piece. You may also include in your portfolio any Independent work derived from assignment / extended curriculum activities. You may document your work as photos, digital images, prints, photocopies etc. Use the headings below to write a reflection on the works you have selected. Place your reflection in your portfolio.

a. **Media Exploration and Competence**
   Name one of the works in your portfolio and describe how the medium you chose help convey the meaning of that art work.

b. **Competence in Using the Elements and Principles**
   Which elements and which principles of design do you feel you have mastered the best? Discuss the reason for your choice by relating to specific examples from the work in your portfolio to help explain your answers in your portfolio.

c. **Content of the Work**
   Describe your ideas, perception or viewpoints that you express in the works you have selected for the portfolio.

d. **Cultural Influence**
   In which art work did you explore a different culture from your own? Say how your knowledge of that culture influenced your ideas.

e. **Historical Influence**
   Which piece of your portfolio entry was most influenced by your research of the history of the method/ style/ medium/ artist? How **is** that influence made evident in your work?

Scoring Guide for Portfolio

Portfolio Entries	Possible Scores	Student Scores	Final Scores
You have in your portfolio one piece of work from each unit	5		
You have documented your work and presented it in a clear, clean and aesthetically pleasing manner	4		
You have stated in a clear way, how you use the materials and techniques to create the effects in your work and have given a good description of the final piece	4		
You illustrated well the elements and principles of design in a variety of techniques, tools and media to create art	3		
You discussed in a clear way, using the appropriate language, how you used the elements and principles of design to support your ideas.	3		
The elements and principles of design you mastered the best are clearly articulated	3		
There is a clear description of how the medium you used helps to convey the meaning of your artwork.	3		
There is clear evidence that the you explored the medium/media used and that you control it well, showing excellent application which helps to highlight the theme of your work	3		
You gave reasons for your choice of media and techniques with reference to specific examples from works in the portfolio	3		
Your Ideas, perception or viewpoints expressed in the works selected for the portfolio are clearly stated	3		
You identified how your exploration of different cultures influence your ideas behind a specific piece of artwork presented in your portfolio.	3		
You discussed your portfolio entry that is most influenced by your research on the history of the method, style or medium you used and an artist who used them in his /her work. You also stated how that influence is made evident in your work.	3		
Total Scores	40		

SCIENCE

- Use scientific knowledge to select
- appropriate experimental methods
- Colour theories -
  - Isaac Newton
  - Albert H. Munsell
  - Johann Wolfgang Von Goethe
- Types and property of adhesives
- Material durability

Example of STEM Map

What is to be assessed?
- **Package designed for Jamaican Candies**

TECHNOLOGY

- Online research
- Colour
- Construction Technologies (cut, tear, join, assemble, construct
- Font construction/ application (manual/ computer)

"E" Design Process

1. ASK
- What is the problem?
- What have others done?
- What are the constraints?
- What are the needed resources?

3. PLAN
- Draw a diagram/make sketches.
- Make lists of materials you will need.

5. IMPROVE
- Talk about what works, what doesn't, and what could work better (critique/ evaluation).
- Modify your design to make it better
- Test it out!

2. IMAGINE
- What are some solutions?
- Brainstorm ideas.
- Choose the best one.

4. CREATE
- Follow the plan and create solution.
- Test it out!
- Present solution

Mathematics

- Measure (lengths, mass, volume, capacity) using appropriate instruments
- Shapes
- Forms (nets of Solids, solids from nets)

Grade: 7 Unit 1 Term I

Unit Title: Exploring Design

Duration: 3 weeks

Visual Arts Attainment Target: **Design -** Students should develop designs for specific purposes by presenting unique and original solutions for functional or decorative use.

Scientific Standards: **Science Application and Design Practice -** Appreciate the importance of Scientific Methods and be aware of safety procedures to be taken when using equipment and materials.

Technology Standards: Develop an understanding of the attributes of design.

E-Design   Use the design process to create works of art

Mathematics Standards: **Geometry** - Explore paths, geometric shapes and space, make generalization about geometric relationships within the environment.

Learning Objectives

Students will:
- Identify and discuss the characteristics and purpose of design
- Use an appropriate approach to developing designs
- Create design solutions for projects
- Analyse designs from ancient Egypt, Greece and Rome
- Apply the elements and principles of design to produce aesthetically pleasing designs
- Develop detailed sketches and plans to describe ideas
- Critique visual designs based on a given set of criteria

Key Vocabulary

Elements of design: dot, line, shape, texture, value, colour, form, space
Principles of design: balance, contrast, emphasis, unity, movement, rhythm, variety

Resources

White paper, pencils, paint, coloured crayon, ruler, paint brushes, pictures of designs, markers, multi-media projector, computer

Content Summary

Understanding and creating good designs are based on knowing design characteristics and the elements and principles of design.

Design has three (3) characteristics

1. Function –   Usefulness, convenience and organization.

2. Construction – This includes materials and structures. Structure refers to how the materials are assembled, products need to be safe, durable and well made.

3. Aesthetics –   A pleasing appearance or effect. Objects of beauty generate feelings of delight and pleasure but only well-executed objects can be beautiful.

What is a design ?

A design is the creation of a plan or convention for the construction of an object or a system.

What inspirers design?

Nature, manmade environment, emotions, imagination, dreams.

Purpose of design: record, educate, honour, identification, symbolism.

• A new design might enable someone to do something quicker, easer and cheaper
• Helps in improving people's lives by designing and making the things they need and want
• They make people look and feel fashionable
• Decoration/aesthetics.

Rhythm

A recurrence of repetition of one or more elements within a visual composition, with the goal of creating harmony (i.e. a rhythmic feeling). In visual arts it is the flow and movement of graphical elements. It is a principle based on repetition. It is a distinct reputation of elements that are the same or slightly changed.

Types of Rhythm

Random – repeat in no apparent order
Regular – identical repeats
Alternating – has two or more motifs that are repeated regularly
Flowing – a rhythm that gives a sense of movement and is often organic in nature
Progressive – motifs that change each time they are repeated.

Week 1

Engagement

Students will be asked to view and investigate the designs from three ancient civilizations Egypt, Greece and Rome as against modern western designs (a graphic design, a fashion design, an architectural design and an industrial design) and then:
1. formulate a definition for design
2. compare and contrast the process of design concepts and the purpose of design
3. identify and discuss the characteristics of design and how they affect design production

Week 2

Exploration

Students will:
- explore designing as a career through research, discussion and practice
- present their research findings using a power point presentation or a flip chart

The presentation should answer the following questions.
1. Who is a professional designer?
2. What are the different areas that designers specialize in?
3. What do designers use to create designs and make them aesthetically pleasing?

   Class activity: Is there a job for you here?

   Teacher will place 3 different types of products that are in containers with labels and logos on them, in front of students and ask them to observe them and answer the question. Students response should highlight various individuals who played a major role in producing the product - use two (2) elements and one (1) principle of design to create a work of art.

Explanation
- The teacher will explain how the principles of design help in organizing the work of art.
- Watch video on the elements and principles of design and discuss their value to a designer.

Extension

Identify and create designs using appropriate graphic software or radittional methods, by manipulating the elements and principles of design, examining their characteristics and properties and applying them to produce their own designs for specific purposes.

Example

Using the different types of line with the principles Rhythm and Movement, depict one of the following ideas:
1. Leaves and twigs   – design for a cell phone wallpaper
2. Waves of water on the sea- design for a shopping bag
3. Summer Time - design for a wall hanging
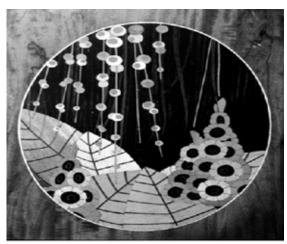
Difference Between Movement and Rhythm in a Design

Movement is the illusion of motion created by lines, shapes or color that cause the eye to move over the design along those shapes, whereas rhythm is the regular repetition of lines, shapes, or colour that creates a pattern to the overall design. A rhythm in the picture can also create a movement. For example the famous Starry Night painting by Van Gogh,

The picture shows movement by the unique painting of cloud/wind which seems to move from left to write, whereas the same style of shape is used for stars, moon and the overall colour gives a rhythm to the whole design.
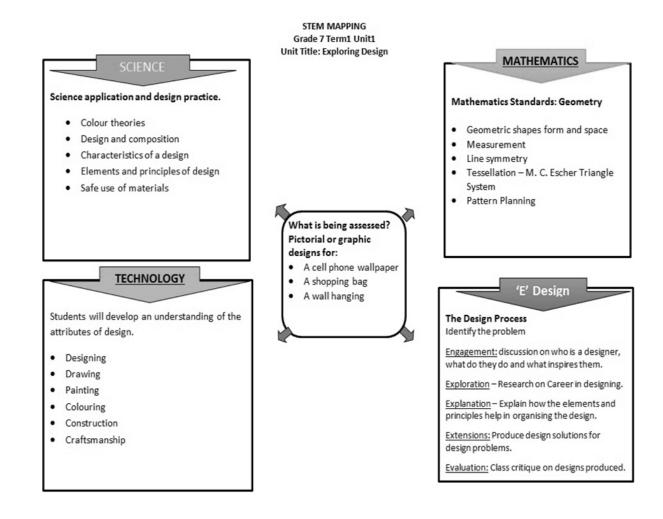
Detail, Marquetry Panel. 1920s.

Tasks: In the boxes below sketch the different types of rhythm you see in the work of art presented.

Evaluation:

In groups, students will evaluate the finished designs using a set of criteria that will help them to make objective judgments about the success or failure of the visual components of functional designs.
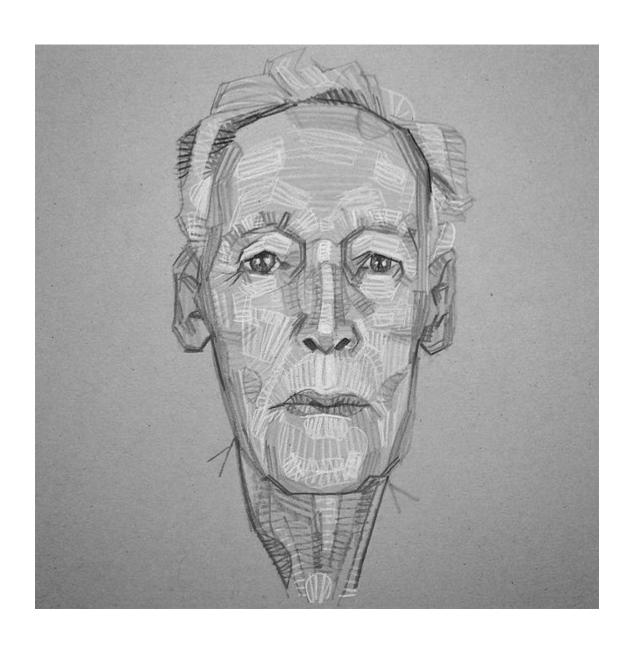
1. *Form/Function* – does form follow function? Is the form or shapes suitable to the intended purpose of the object.
2. *Appropriateness of Materials* – does the material used suit the function?
3. *Concepts* – is the idea harmonious with purpose of the design
4. *Spatial Placement*- Is the design ordered to relate to the space in which it will be placed.
5. *Structural Coherence* – Does the decorative design reinforce or hide the structure?
6. *Innovation* – Is the design a new expression, or merely a superficial change? Does it have individuality?

STEM MAPPING
Grade 7 Term1 Unit1
Unit Title: Exploring Design

SCIENCE

Science application and design practice.

- Colour theories
- Design and composition
- Characteristics of a design
- Elements and principles of design
- Safe use of materials

MATHEMATICS

Mathematics Standards: Geometry

- Geometric shapes form and space
- Measurement
- Line symmetry
- Tessellation – M. C. Escher Triangle System
- Pattern Planning

What is being assessed?
Pictorial or graphic designs for:

- A cell phone wallpaper
- A shopping bag
- A wall hanging

TECHNOLOGY

Students will develop an understanding of the attributes of design.

- Designing
- Drawing
- Painting
- Colouring
- Construction
- Craftsmanship

'E' Design

The Design Process
Identify the problem

Engagement: discussion on who is a designer, what do they do and what inspires them.

Exploration – Research on Career in designing.

Explanation – Explain how the elements and principles help in organising the design.

Extensions: Produce design solutions for design problems.

Evaluation: Class critique on designs produced.

Grade:　　8 Unit 2 Term 1

Unit Title:　Exploring Design

Duration:　3 weeks

General Objective: On completion of this unit, students should develop observational, interpretive drawing skills of the human form, which will include portraits and figures.

STEM Attainment Targets:

Science: Understand the structure of the human body.

Technology: Develop an understanding of and be able to select and use construction technologies.

Engineering: Employ the use of the design process to solve the problem.

Mathematics: Use the correct units, tools and attributes to estimate, compare and carry out the processes of measurement to given degree of accuracy.

Learning Objectives: Students should be able to:

1. Draw a portrait from observation and different angles.
2. Apply and use the elements and principles of art to express ideas by drawing portraits.
3. Illustrate the features of the face by using established. Construction lines.
4. Critique their art work and the works of others.

Focus Questions:
1. What is a self-portrait and how does it inform us?
2. Do my physical characteristics define who I am?
3. What are the values of photographs?
4. Why do people invest in paintings and bust of themselves?
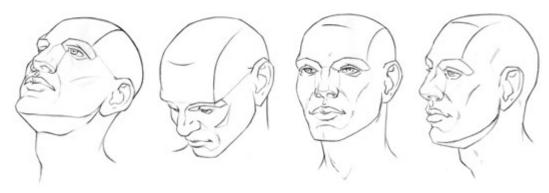
Key Concepts:
1. Self portraits are very important source of identification, they are artwork showing a likeness of the artist who created them.
2. Portraits are historical documents about families, politics and religion.
3. Self-portraits can reflect the real character of a person.
4. A photograph is an image recorded by a camera.
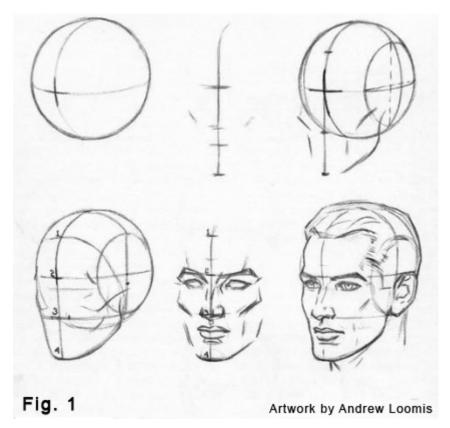
Knowledge Base (Content Summary)
1. Self- portrait – a representation of an artist or person drawn, painted, photographed or sculptured by the artist.
2. Angles of the head – full face, the three-quarter, the head in profile
3. Bones and facial muscles of the head. Bones – an understanding of the landscape of the skull is necessary if we are to draw good portraits. We need to remind ourselves when drawing portraits that what we see is due entirely to structures that are for the most part hidden from view.
4. Facial Muscles – Movement and expressions are two principal elements of portraiture and both are governed by the muscles. It is important to know where the bones and muscles are and how they behave if we are to produce portraits of character and individuality.

Angles of the Head

Fig. 1

Artwork by Andrew Loomis

Bones of the head

Facial Features – eyes, mouth, nose and ears

Study the characteristics of each feature

CaricatureSecrets.com

HOW TO PAINT AN EYE
with Watercolor

First, a light wash using a mixture of Yellow Ochre and Winsor Red is applied over the areas of skin tone. A few areas are enhanced using an additional application of these colors with a higher concentration of Winsor Red.

Additional layers are added while the surface is still damp. Yellow Ochre and Winsor Red are used with a bit of Burnt Umber in the darker locations.

The crease above the eye is darkened with a mixture of Burnt Umber, Alizarin Crimson, and Ultramarine. This mixture is also applied to several locations around the eye. The initial application of color for the iris is applied using a mixture of Sap Green and Ultramarine. Ultramarine is used in the "white" areas of the eye to create a bit of shadow and variety. A bit of Alizarin Crimson and Burnt Umber is lightly washed in the tear duct and the visible part of the bottom lid. Care is taken to preserve the white of the paper in the area of strongest highlight in the eye.

After these initial washes have dried, the colors of the iris are developed further using a darker application of Ultramarine and Sap Green. Burnt Umber is also used in the mixture to make the value darker. Colors are "pulled" with the brush towards the pupil to mimic the patterns of the eye. The crease above the eye and the pupil are darkened.

Darker values are layered using a variety of colors mixed from Burnt Umber, Winsor Red, Alizarin Crimson, and Yellow Ochre. The goal is to create a painting that uses a full range of value. We'll continue darkening values until we accomplish this goal.

Ultramarine is lightly washed on the strong highlight and on areas underneath the lid.

The eyelashes are added using a heavier concentration of pigment. The "trick" is to have enough pigment on the brush to produce dark marks, but enough water to produce an even stroke.

Eyebrows are added by "pulling out" strokes to mimic the texture of natural hair. A mixture of Burnt Umber and Ultramarine are used to produce this color.

Highlights are added using a bit of white gouache. These highlights will help to create the illusion of a "wet" eye.

The completed watercolor sketch.

TheVirtualInstructor.com
thevirtualinstructor.com

Engagement

LESSON 1: Famous Portraits Across Time:
1. Students will be shown slides of famous bust and self-portraits across art history time line to see if they reveal any information about the persons identity.
2. They will be asked to discuss what other information the portraits reveal about the people they portray and their life style.
3. What are the artists trying to communicate to us via these portraits?

Works of art that will be examined:
1.   The bust of Queen Nefertiti
2.   Mona Lisa – Leonardo da Vinci
3.   Man in a Red Turban –Jan Van Eyck
4.   Vincent Van Gogh – Self- Portrait
5.   Albert Huie – The Counting Lesson
6.   Barrington Watson – Self-Portrait
7.   Christopher Gonzalez – Night Spirit and Bob Marley
8.   Alvin Marriott
9.   Portrait of Jamaican national heroes
10. Samere Tansley

Exploration:

Out of many one people:

Students will be asked to sift through photographs of their family members and identify facial features that are common among them. Examine these facial features as they relate to the various ethnic groups found in Jamaica and their families, what are the similarities and differences? Students will then be instructed to use a hand mirror to examine the features of their faces and to practice drawing them individually.

Explanation:
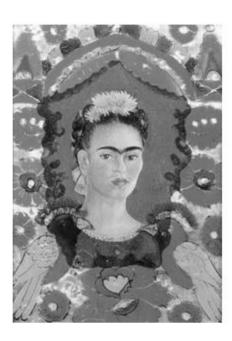
In order to fully comprehend the external shapes and to aid in the successful rendition of their drawings, students will be asked to study the anatomy of the head and adjoining areas. They will observe the heads of their classmates and examine pictures shown to them by the teacher and explain how having a basic understanding of the bones and muscles beneath the skin will assist them in life drawing.

Elaboration

LESSON 2:

Students will be asked to study the self-portraits of Frida Kahlo painted in 1938-1940 and discuss the details in the works. Then do a self-portrait patterning Frida's style.

Extention:

Discussions will held on the futility of judging peoples character by their physical appearance, gender, race and colour and the consequences of this practice. The terms tolerance, empathy and prejudice will also be discussed.

Ideas – Building students self-esteem, confidence and their worth as a person.

Evaluation

ASSESSMENT: SKILL – Students will be asked to draw a self- portrait and then have a class critique.

	ARTWORK CRITIQUE FORM	
	Question	Write your ideas here. Give first impressions. Make guesses. Say what you see, do not say what you like, or don't like. Do not judge. Describe, analyse, and interpret.
1	What stands out the most when you first see it?	
2	Explain the reason you notice the thing you mention in number 1.	
3	As you keep looking what else seems important?	
4	Why does the thing you mention in number 3 seem important?	
5	How has contrast been used?	
6	What leads your eye around from place to place?	
7	What tells you about the style used by this artist?	
8	What seems to be hiding in the composition?	
9	Why do you think this was partially hidden?	
10	Imagine the feelings and meanings this artwork represents?	
11	What titles could you give this artwork?	
12	What other things interest you about this artwork?	

STEM MAPPING

Grade 8 Life Drawing

SCIENCE

Understand the structure and function of bones and muscles in the body.

1. Anatomy
2. Know that the bones and joints that are hidden from view under the skin are important to life drawing.
3. Studying the muscles is important to reflect movement and expression in drawing.

MATHEMATICS

Conduct basic mathematics calculations.
1. Estimating size, height and angles
2. Measuring and drawing construction lines (lines of symmetry)
3. Identify and use shapes and forms for life drawing. (oval, ellipses, cube, cuboid)

What is to be assessed?

Drawings of the human body

TECHNOLOGY

Internet research - find information on drawing different parts of the human body

Drafting construction lines

Measuring

Drawing the human body

'E' Design

The design process

1. Identify the problem (how to draw the human body)
2. Design – consider the resource e.g. charcoal, pastel, pencil, pencil crayons and drawing paper
3. Plan – experiment with various drawing techniques including quick sketching and gesture drawing
4. Make – draw portraits and figures
5. Evaluate – class critique

Grade: 9 Unit 2 Term 2

Unit Title: Communicating through Graphics

Duration: 4 weeks

Design Problem: Designing a package for Jamaican candies.

Technology: **Strand** – The Designed World:
Students will develop an understanding of and be able to select and use construction technologies.

Mathematics: **Strand** – Geometry/Measurements:
Explore paths geometric shapes and space and make generalization about geometric relationship with the environment (construct solids from nets)

Science: **Strand** – Science Application and Design Practice:
Use scientific knowledge to select appropriate experimental methods.

General Objective:

Students will develop knowledge of design, layout techniques, lettering and illustration skills in order to portray ideas and messages.

Specific Objective: Students will be able to:

1. analyze given design problems and arrive at appropriate solutions.
2. use construction techniques to create a package for Jamaican candies
3. compare their designs with given design to value their effectiveness.

Design Brief: Design a package for Jamaican candies. The design should incorporate decorative ideas to reflect Jamaica's national identity.

Resources: Paper, ruler, 3 colours, the Jamaica journals, chart with lettering styles, pencil, students learning journal "Visual Arts for Secondary Schools" by Shastri Marahaj, "Art Craft and Design" by Holahan and Roache

Technology: Drawing, measuring, colouring, constructing, lettering, designing

The following questions should be answered in the students learning journals

Essential Questions/Points to consider:
 1. Can package design reveal national identity?
 2. What are the ideal colours to express this?
 3. Who are our customers?
 4. How can products and national identities be combined in one package?

Content Summary:
 1. The designer tries to achieve both order and beauty.
   Order - simplifies things and is important for beauty
   Beauty - is important because it makes the consumer glad to be there and have the products.
 2. Colour as symbolism. Colours not only carry moods, they also carry symbolism. Often this results from mere usage, interestingly a single colour may say opposite things.
 3. Lettering styles appropriate for design.
 4. Layout, logo, typography, copy block, spacing, trademark (identification, adulation).
 5. Packaging – A well designed package should be unique, useful and handsome. Packaging may be defined as the science, art and technology of enclosing or protecting products for distribution, storage, sale and use. It also refers to the process of design, evaluation and production of packages.
 6. The purpose of packaging and labels – physical protection, barrier protection, containment or agglomeration, information transmission, marketing, security, convenience and portion control.
 7. Artists - Peter Omal and David Soutar

Engaging

Week 1: The business of packaging

 Problem-Solving Activity:

Students will be placed into small work groups; they will be given 20 straws, 2ft length of tape and an egg. Students will be given 15 minutes to use these items to design a package for transporting the egg without it breaking. They should also give their product a brand name; create a jingle and a slogan for the product. A 5 minutes presentation for an additional 20 points will be done by each group at the end of the 15 minutes. One member of the group will stand on a chair and drop the egg which should be packaged in the container made by the group, to test for durability the egg should not break, if it does no points is awarded. At the end of the activity students will have discussions on the appropriate ways of carrying goods or articles in order to develop knowledge and gain understanding about –
        The structures and constraints of a design product
        The decision making processes in a simple task
        The important considerations which influence the development of a design.

Rules for this activity:

Students will be given 100 points to begin with, they can purchase eggs for 30 points if broken, more tape for 20 points, straw for 5 points, scissors for 20 points. The object of the activity is to keep as much of your points as possible.

Exploration

Step One – Class discussion

Students will be asked to read and state their opinions concerning the following statement:
Packaging extends the life of a product and eliminates the need for sales people. Dr. Ernest, Director, President of the Institute of Motivational Research thinks that people frequently buy the product for the packages itself rather than its contents. The art on a package makes a big difference to the sales.

Step Two

Students will be asked to examine a Barbadian Candy Package and analyse it based on the following design principles:
1. Is the design balanced?
2. Is the space within the design broken up into pleasing portions?
3. Is a directional pattern evident?
4. Is there a unifying force holding the design together?
5. Does one element or one part of the design dominant over all the others?

Step Three

Students and teacher will hold discussion on whether Jamaica has candies that are a part of our national culture and to identify them.

Step Four

Students will make decisions about colour, size, shape and lettering for their designs.

Step Five

Students will make a sketch of their design ideas.

Explain
The decision to use a type face is largely aesthetic and situational (Discuss).

Vocabulary – typograph, type, type specimens

1. Discussion on the origin of the alphabet and how to use them in designing graphic communication.
    - The Egyptian alphabet
    - Greek
    - Roman
    - Italics
    - Old English
    - Block
2. Students will be asked to examine different types of lettering styles to check for suitability to be placed on their designs (candy holder).
3. Discussion on typograph, examining readability, spacing and construction.
4. Lettering construction

Extend

Lesson 3: Production (Putting it all together)
 - Net of solid
 - Transfer design or exterior of package
 - Glue package together

Students will examine different layout approaches and select one for production of their design.
The typical ad contains these elements headlines, copy block, art, the logotype and peripheral elements.
Headline – the headline carries the theme of the ad. Seeing the headline, the reader gets everything the advertiser really has to say. A good advertising headline brings news to the reader, gives advice, promises something, arouses curiosity, and narrows the audience to people who are really interested or affected, makes a command.
Copy block – the copy block or column in small type, amplifies the headline, It helps convince the reader and closes the sale. It is usually terse, short and to the point.

Art – this includes photographs, drawings, paintings borders, ornaments, blocks of colour or grey tones with areas of white spaces.
Logotype – advertisers have to identify themselves, the identifying line is called a logotype.

Create the Marquette by constructing the net of the solid and draw and colour design on it. Then glue sides of the net together.

Some Layout approaches: Mondrian, picture window, copy heavy, frame, circus, multi-panel, silhouette.

1. Mondrian layout refers to the forms: square, landscape or portrait, where every field is parallel to the presentation field and loads the image in order to form a composition that is conceptual.
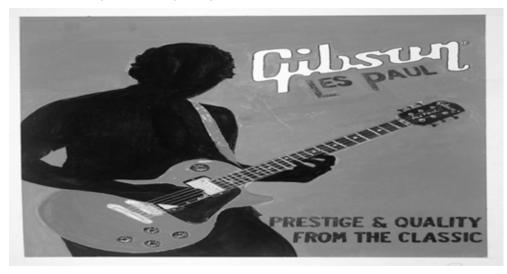
2. Circus Layout doesn't imply standard layout. It refers to the irregular composition of elements.

3. Multi-panel layout is divided into various sections or theme in same shape such as rectangle, square, cube, etc.

4. Silhouette layout refers to the layouts in the form of illustration or photographic technique, highlighted only through shadow. Presentations can be shaped text-rap or spot color illustration or refracted smooth image pickup along- with photographic techniques.

Evaluate

Lesson 4: Critique

Students will compare their designs against that of the original design and the design principles given to them at the beginning of the lesson, to value its effectiveness. Students will document the process and findings in their journals.

References: http://en.wikipedia.org/wiki/packaging

Art Critique Form

About You - Informing the artist about your background helps them understand your viewpoint.

Circle the level number in accordance to your experience level. (0 - no experience ... 5 - extremely knowledgeable)

Overall Art Experience

0   1   2   3   4   5

Experience level with this medium

0   1   2   3   4   5

Familiarity with this subject/art style

0   1   2   3   4   5

First Impressions
Briefly describe your first reaction to the piece. You may want to list some thoughts and feelings that you initially felt.

_____

_____

_____

Eyecatchers
List some of the elements in this piece that initially grabbed your attention.

Important: *As a rule of thumb, both columns should have an equal amount of items in them. For example, if you list 5 things that detract from this piece, you should list 5 things that enhance it.*

Elements that Enhance this Piece

_____

_____

_____

_____

_____

Elements that Detract from this Piece

_____

_____

_____

_____

_____

Further Analysis
Take a few minutes to look at the piece. Analyze its use of elements such as line quality, composition, value, color, balance, contrast, etc.... You may use this section to highlight areas that need improvement, but don't forget to discuss the successful parts of the picture as well! As a general rule, try not to let your negative criticism outweight your positive criticism and vice versa. (After all, too much positivity won't help the artist either!)

_____

_____

_____

_____

_____

Final Thoughts & Future Development
Discuss some of this piece's strong points that you'd like to see developed in future pieces. (Example: "Your use of contrast in this painting is outstanding, and I definitely think you should take this ability further in your future artwork.")

_____

_____

_____

_____

SCIENCE

Use scientific knowledge to select appropriate experimental methods

1. Colour theories -
   Isaac Newton
   Albert H. Munsell
   Johann Wolfgang Von Goethe

2. Packaging

3. The purpose of packing and labelling

Subject: Visual Arts
Grade 9 Term 2 Unit 2

Unit Title:
Communicating through Graphics

TECHNOLOGY

Strand - The Designed World

- Students will develop an understanding of and be able to

- Select and use Construction Technologies

- Use construction techniques to create a package for candies.

What is to be assessed?
A package designed for

"E" Design Process

The Design Process
- drawing
- measuring
- colouring
- constructing
- lettering
- designing

Mathematics

Strand – Geometry/Measurement

Measure lengths, mass, volume, capacity, using appropriate instruments

Geometry

1. Identify and draw nets of solids

2. Construct solids from nets