

MINISTRY OF EDUCATION, SCIENCE & SPORTS



REPUBLIC OF GHANA

TEACHING SYLLABUS FOR PICTURE MAKING (SENIOR HIGH SCHOOL 2 - 4)

Enquiries and comments on this syllabus should be addressed to:

The Director
Curriculum Research and Development Division (CRDD)
P. O. Box 2739
Accra, Ghana

Tel: 021-683668
021-683651

September, 2008

TEACHING SYLLABUS FOR PICTURE MAKING

RATIONALE

Picture making embraces all art activities that result in two-dimensional and three-dimensional forms. A society achieves its significance through its production in the visual arts. We, as a people, are identified through our art works. To develop pride and patriotism in our young people, it is important that our young people acquire love for the cultural and aesthetic values in Ghanaian art. The impact of picture making is presently felt on education, health, and communication and in fact, on the total life styles of societies. Advances in art and technology depend largely on picture making. Consequently, picture making has made an impact on the socio-economic development of nations and improved the quality of life in most parts of the world. In Ghana, the combined energy of science and technology is critical for our development. To this end, it is important to help our young people to develop artistic skills and capability not only to contribute to the development and significance of Ghanaian art forms but also through their application to every sphere of our development effort. This requires education and training.

GENERAL AIMS

The syllabus is designed to help students to:

1. appreciate picture making as an integral part of industrial development and living.
2. develop pride, confidence and patriotism through appreciation of his/her own pictures.
3. develop the capacity for creativity using indigenous and contemporary tools and materials in picture-making.
4. develop efficient manipulative, aesthetic and technical skills using tools and materials to make pictures.
5. acquire perceptual and analytical skills through the processes of self-expression and communication.
6. acquire artistic communication skills and attitudes for sound human relations.
7. be aware of the variety of vocations available in the field of picture making and opt to chose a career in the field of art.

SCOPE OF CONTENT

The scope of picture making has been designed in such a way as to provide adequate foundation for students who will pursue further education in art. The course also offers enough knowledge and skills to students terminating their education at the end of Senior Secondary School who would practise the vocation. This course covers the history, principles and practice of picture making as a vocation. It also provides suggestions for art appreciation and evaluation of art work.

PRE-REQUISITE SKILLS AND ALLIED SUBJECTS

The study is based on course in the Basic Design and Technology offered at the Basic Education level. Students offering a course in Visual Art should have acquired satisfactory literacy and numeracy skills including basic skills in drawing and designing, as well as knowledge in social and environmental studies at the Junior High School level.

ORGANISATION OF THE SYLLABUS

Picture-making has been structured to cover three years of Senior High School. Each year's work consists of a number of units. The organization and structure of the Picture-making syllabus is as follows:

ORGANISATION AND STRUCTURE OF THE PICTURE MAKING SYLLABUS

SHS 2	SHS 3	SHS 4
<p>SECTION 1: INTRODUCTION TO PICTURE MAKING: P1-P3</p> <p>Unit 1 Importance of Picture Making Unit 2 Career Opportunities in Picture Making Unit 3 Picture Making in Ghana</p> <p>SECTION 2: FORMS OF BASIC PICTURE MAKING AND ASSOCIATED TOOLS, MATERIALS AND EQUIPMENT: P4-P18</p> <p>Unit 1 Drawing Unit 2 Painting Unit 3 Other forms of Picture Making Unit 4 Studio Maintenance</p> <p>SECTION 3: BASIC DESIGN: P19-P24</p> <p>Unit 1 Visual Elements Unit 2 Principles of design Unit 3 Understanding colour</p> <p>SECTION 4: BODY ART: P25-P27</p> <p>Unit 1 Importance of Body Art Unit 2 Types of Body Art Unit 3 Tools/Materials</p>	<p>SECTION 1: PICTURE MAKING METHODS AND TECHNIQUES: P28-P37</p> <p>Unit 1 Drawing Unit 2 Painting Unit 3 Pyrography Unit 4 Collage/Montage Unit 5 Mosaic/Marquetry Unit 6 Print Making</p> <p>SECTION 2: COMPOSING A PICTURE:P38-P45</p> <p>Unit 1 Composition Unit 2 Still-life Unit 3 Landscape Unit 4 Figure Unit 5 Portraiture</p> <p>SECTION 3: ILLUSTRATION: P46-P47</p> <p>Unit 1 Meaning and Scope of illustration Unit 2 Purposes of illustration Unit 3 Illustration Techniques</p> <p>SECTION 4: DIGITAL PAINTING: P48</p> <p>Unit 1 Computer as a tool</p>	<p>SECTION 1: MURALS: P49-P53</p> <p>Unit 1 Importance of Murals Unit 2 Fresco Unit 3 Frieze Unit 4 Panel work</p> <p>SECTION 2: HISTORY OF PAINTING: P54-P56</p> <p>Unit 1 Cave art Unit 2 Ancient painting Unit 3 Renaissance painting Unit 4 Modern/Post modern painting</p> <p>SECTION 3: EXHIBITION: P57-P60</p> <p>Unit 1 Exhibition Unit 2 Building a Portfolio Unit 3 Costing/Pricing of works Unit 4 Mounting Exhibition</p>

TIME ALLOCATION

Picture making has a total time allocation

DEFINITION OF PROFILE DIMENSIONS

As already stated, profile dimensions describe the underlying behaviours for teaching, learning and assessment.

In Visual Art, the three profile dimensions that have been specified for teaching, learning and testing are:

Knowledge and Understanding	25%
Application of Knowledge	35%
Practical Skills	40%

Each of the dimensions has been given a percentage weight that should be reflected in teaching, learning and testing. The weights indicated on the right of the dimensions show the relative emphases that the teacher should give in the teaching, learning and testing processes at the Senior High School level. Combining the three dimensions in the teaching and learning process will ensure that Basic Design and Technology is taught and studied not only at the cognitive level, but will also ensure practical skill development on the part of students. Note that “practical skills” has been given 40% of the teaching and learning time to emphasize the point that the orientation in Vocational Skills is more toward the acquisition of practical vocational skills at the SSS level. Also added is the explanation and key words involved in each of the dimensions as follows:

Knowledge and Understanding (KU)

Knowledge The ability to:
remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is simply the ability to remember or recall material already learned and constitutes the lowest level of learning.

Understanding The ability to:
explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

Application of Knowledge (AK)

Ability to use knowledge or apply knowledge, as implied in this syllabus, has a number of learning/behaviour levels. These levels include application, analysis, synthesis, and evaluation. These may be considered and taught separately, paying attention to reflect each of them equally in your teaching. The dimension “Use of Knowledge” is a summary dimension for all four learning levels. Details of each of the four sub levels are as follows:

Application The ability to:
apply rules, methods, principles, theories, etc. to concrete situations that are new and unfamiliar. It also involves the ability to produce, solve, operate, plan, demonstrate, discover etc.

Analysis	The ability to: break down material into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points etc., recognise unstated assumptions and logical fallacies, recognise inferences from facts etc.
Synthesis	The ability to: put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, design, organise, create, generate, discuss etc.
Evaluation	The ability to: appraise, compare features of different things and make comments or judgement, contrast, criticise, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some material based on some criteria.

You will note from the above that evaluation is the highest form of thinking and behaviour and is therefore the most difficult behaviour. This accounts for the generally poor performance of students and people generally on tasks that call for evaluation. Start to develop this important skill early in your students by giving them lots of chances to do evaluative thinking, that is judging, appraising and critiquing the quality or worth of products.

Practical Skills (PS)

In every Unit, there is a related theory, which should be treated alongside the practical skills.

Practical skills refer to the psychomotor domain. This involves the demonstration of manipulative skills using tools/equipment and materials to carry out practical operations, to solve practical problems and to create and produce items. The teaching and assessment of practical skills should involve projects, case studies and creative practical tasks.

Skills required for effective practical work are the following:

1. Tool/Equipment/Materials Handling
2. Observation
3. Craftsmanship/Artisanship
4. Perception
5. Creativity
6. Communication

Tools/Equipment/Material Handling: Students should be able to handle and use tools/equipment/materials properly for practical vocational work. The teacher should ensure that students acquire a high level of proficiency in the use of tools, equipment and materials in their selected vocation(s).

Observation: The student should be able to use his/her senses to make accurate observation of skills and techniques during demonstrations. The student in this case should be able to accurately imitate the techniques he/she has observed for performing other tasks.

Craftsmanship/Artisanship: This involves the skilful and efficient handling of materials and tools for accomplishing specific tasks.

Perception: The pupil should be able to respond to his/her environment using all the senses i.e. seeing, hearing, smelling, touching, tasting and kinaesthetics. The student should be encouraged to apply these senses to every project he/she undertakes.

Originality/Creativity Students should be encouraged to be creative or original and be able to use new methods in carrying out projects. Encourage them to be original in making new items and not copy existing items/artefacts. You can help them to be creative and original by encouraging any little creative efforts, techniques and products they may develop.

Communication: Students should be guided to develop effective oral and written communication skills necessary for group work, reporting and appreciation etc.

The action verbs provided under the various profile dimensions should help you to structure your teaching such as to achieve the set objectives. Select from the action verbs provided for your teaching, in evaluating learning before, during and after the instruction. Use the action verbs also in writing your test questions. This will ensure that you give your student the chance to develop good thinking skills, and the capacity for excellent productive work. Check the weights of the profile dimensions to ensure that you have given the required emphasis to each of the dimensions in your teaching and assessment.

Assessing Practical Skills

The following criteria are recommended to be used for assessing items produced by students:

Creativity (Originality)	20%
Design	30%
Craftsmanship	40%
Suitability	10%

An item produced in practical classes should be marked using the four criteria. The percentages on the right indicate the proportion of marks to be allocated to each of the four criteria. If an item is marked out of 20, 20% or 4 marks should go to “Creativity” or “Originality”, 6 marks to “Design”, 8 marks to “Craftsmanship/Artisanship” and 2 marks for “Suitability”.

You will note that craftsmanship has been given greater weight in the four criteria above. While the teaching and learning of practical skills should stress originality or creativity and design, it will be important to put more emphasis on craftsmanship at this stage. At a level higher than SSS, one would want to weight “originality” or “creativity higher to emphasise that adult production should aim more at originality or creativity.

Craftsmanship/Artisanship: This deals with the ability to use tools and materials skillfully to create artifacts. It is important to pay attention to good decoration and finishing. In doing so, the artist should have the ability to criticize, manipulate, organize, redesign, polish, varnish, burnish, paint, etc. and judge the quality of the craftsmanship of his/her product.

Design: This is the ability to work with new ideas, materials, and tools in order to achieve a unique and attractive product through the appropriate organization of elements and principles of design. In doing so, the artist should plan, organize, sketch, outline, construct, paint, brainstorm, discuss, compare, follow directions, show awareness and sensitivity.

Creativity: This is the ability to produce a unique piece of (visual) art based on an idea, philosophy, concept in either two or three-dimensional form. The idea that motivates creativity may be original or an improvement on an already existing piece of work. In doing so, the artist will observe, plan, produce, relate, reproduce, assemble, design etc. Creativity in a number of cases is based upon attitudes and beliefs of the individual. Try to encourage creativity in your students as much as possible.

Suitability: This is the ability to produce an artistic product to satisfy an intended purpose. In doing so, an attempt is made to work with new ideas, elements, principles of design, materials and tools appropriately in order to achieve a product that is of both utility and aesthetic value to the consumer.

Suggested Procedures for Art Appreciation:

For each work produced by the student, appreciation should be conducted as follows:

- a) identify the work (title, artist, date, size, medium used, and location);
- b) give inventory of items in the work (physical characteristics)
- c) analysis of technical qualities kind of materials used, how the work was made, its design and composition);
- d) interpretation of the work (its meaning, cultural and socio-economic significance)
- e) judgement (successful/unsuccessful); this is added if appreciation is extended to cover criticism.

When students produce art works, attention should be paid to the following:

- a) identification, discussion, care and testing of tools and materials;
- b) preliminary sketches;
- c) translation of sketches into art works;
- d) finishing;
- e) appreciation of the works produced.

Bear in mind that the syllabus cannot be taken as a substitute for lesson plans. It is therefore necessary that you develop a scheme of work and lesson plans for teaching the units of this syllabus.

SUGGESTIONS FOR TEACHING THE SYLLABUS

While teaching one art subject, reference may be made to relevant ideas in the other subjects of the Vocational Skills Programme as a whole. The assistance of local experts, artists, artisans, and elders may be sought where necessary. Knowledge acquired in the 'General Knowledge' section should be applied to activities in the other subjects. Consideration should be given each practical activity as a problem-solving venture i.e. identifying a problem, researching, analyzing, suggesting solutions, choosing appropriate solutions and producing an art work.

The syllabus has been planned in five columns consisting of Units, Specific Objectives, Content, Teaching and Learning Activities and Evaluation.

General Objectives: General objectives have been listed at the beginning of each section. The general objectives are a summary of the specific objectives of the units. Read the general objectives very carefully before you start teaching the units. After teaching all the units go back and read the general objectives again to be sure you have covered the general objectives adequately in your teaching.

Subjects/Units: Each of the subjects represents a vocation. A year's work is divided into units, where a unit consists of a body of knowledge and skills that form a logical aspect of the subject.

Column 1 - Units: The Units in Column 1 provide the major topics. You are expected to follow the units/topics according to the linear order in which they have been presented. However, if you find at some point that teaching and learning of a unit will be more effective if you branched to another unit before coming back to the unit in the sequence, you are encouraged to do so.

Column 2 - Specific Objectives: Column 2 shows the Specific Objectives for each unit. The specific objectives begin with numbers such as 1.3.5 or 2.2.1. These numbers are referred to as “Syllabus Reference Numbers”. The first digit in the syllabus reference number refers to the section, the second digit refers to the unit, while the third digit refers to the rank order of the specific objective. For instance, 1.3.5 means: Year 1, Unit 3 and Specific Objective 5. In other words, 1.3.5 refers to Specific Objective 5 of Unit 3 of section 1. Similarly, the syllabus reference number 2.2.1 simply means Specific Objective number 1 of Unit 2 of section 2. Using syllabus reference numbers provides an easy way for communication among teachers and other educators. It further provides an easy way for selecting objectives for test construction.

Let’s say for instance, that Unit 2 of 2 has section five specific objectives: 2.2.1 - 2.2.5. A teacher may want to base his/her test items/questions on objectives 2.2.3 and 2.2.4 and not use the other three objectives.

In this way, a teacher would sample the objectives within the units of the section to be able to develop a test that accurately reflects the importance of the various objectives taught in class.

You will note also that specific objectives have been stated in terms of the student i.e., *what the student will be able to do after instruction and learning in the unit*. Each specific objective hence starts with the following, “The student will be able to.” This in effect, means that you have to address the learning problems of each individual student. It means individualizing your instruction as much as possible such that the majority of students will be able to master the objectives of each unit of the syllabus.

As has been said already, the order in which the unit topics appear should not necessarily be the teaching order. There should however, be a linkage in the order in which the units and specific objectives are treated. The teacher will have to study the syllabus carefully and plan ahead the activities the students will carry out during a particular lesson. Knowing the requirements of a lesson, the teacher should assemble the materials required for the activities well in advance. The collection of materials must be done by both the teacher and students. Other regular materials may be continually collected and stored to be used when needed. When materials are not available in the immediate environment, the teacher should try to contact persons in higher institutions and in the community for help.

As students begin work on the activities of each lesson, the teacher should serve as a facilitator and motivate the students in various ways to sustain their interest. As much as possible, professional people working in each of the vocations should be invited as resource persons to make presentations and demonstrations to the class. Visits to the workshops of practitioners of the various vocations contained in the syllabus are also encouraged.

Profile Dimensions

A central aspect of this syllabus is the concept of profile dimensions that should be the basis for instruction and assessment. Learning may be divided into a number of classes. A student may acquire some knowledge through learning. The student may also learn to apply the knowledge acquired in some new context. For instance, the principles for identifying design elements in the natural and man-made environment may be taught the student. If this is done well, the student will acquire the knowledge and understanding of design principles. Beyond this, the student may be required to apply the elements and principles of design in producing an item such as a ceramics, picturemaking or a textile product. You will note from the sequence described, that the student has gone through acquisition of basic knowledge, has acquired practical skills, and has had the opportunity to apply the knowledge acquired in a particular problem situation.

The four learning behaviours, “knowledge”, “understanding”, “application” and “practical skills” are referred to as “dimensions of knowledge”. “Knowledge” is a dimension; “application of knowledge” is also a dimension. More than one dimension form a profile of dimensions. A specific objective may be stated with an action verb as follows: *The student will be able to describe.....* Being able to “describe” something after the instruction has been completed means that the student has acquired “knowledge”.

Being able to explain, summarise, give examples etc. means that the student has understood the lesson. Similarly, being able to develop, plan, construct, design, etc. means that the student can “apply” the knowledge acquired in some new context. You will note that each of the specific objectives in this syllabus contains an “action verb” that describes the behaviour the student will be able to demonstrate after the instruction. “Knowledge”, “application” etc. are dimensions that should be the prime focus of teaching and learning in schools. Instruction in schools, in most cases has tended to stress knowledge acquisition and memorization to the detriment of other higher-level behaviours such as application, analysis etc. The focus of the new syllabus is to encourage students to apply their knowledge, develop analytical thinking skills, develop plans, design new products, generate new and creative ideas and solutions, and use their knowledge in a variety of ways to deal with problems and issues, solve problems and generally be productive. Each action verb indicates the underlying profile dimension of each particular specific objective. Read each objective carefully to know the profile dimension you have to teach.

Column 3 - Content: The “content” in the third column of the syllabus presents a selected body of information that you will need to use in teaching the particular unit. In some cases, the content presented is quite exhaustive. In some other cases, you could add more information to the content presented. In any case, try to find more information through reading and personal investigations, to add to the content provided.

The use of resource persons who are practitioners of the vocations of this syllabus will in many cases, help to provide your class with more information on each of the vocations than can be obtained from books and journals.

Column 4 -Teaching and Learning Activities (T/LA): T/LA that will ensure maximum student participation in the lessons are presented in Column 4. Try to avoid rote learning and drill-oriented methods and rather emphasize participatory teaching and learning, and also emphasize the cognitive, affective and psychomotor domains of knowledge in your instructional system wherever appropriate.

You are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum student learning. As we have implied already, the major purpose for teaching and learning is to make students able to apply their knowledge in dealing with issues both in and out of school. Students must be taught to be problem solvers. In this particular subject, students are expected to acquire valuable basic skills in selected vocations to serve as a foundation for further skill development.

Column 5 - Evaluation: Suggestions and exercises for evaluating the lessons of each unit are indicated in Column 5. Evaluation exercises can be in the form of oral questions, quizzes, class assignments (e.g., designing and drawing), essays, structured questions, project work etc. Try to ask questions and set tasks and assignments that will challenge your students to apply their knowledge to issues and problems, and that will engage them in creating new and original items, and developing positive attitudes as a result of having undergone instruction in this subject.

Evaluation should also include observation of processes pupils go through in performing various activities, and the products students make. Processes and products are both equally important and need observation, appreciation,

appraisal and correction. The suggested evaluation tasks are not exhaustive. You are encouraged to develop other creative evaluation tasks to ensure that students have mastered the instruction and behaviours implied in the specific objectives of each unit.

General Knowledge in Art and all Visual Art Elective Subjects:

Paper 1: (3hours). It will consist of two sections; A and B and candidates will be required to answer them at one sitting.

Section A: There will be 40 multiple-choice items and candidates will be expected to answer all the questions (40 marks).

Section B: It consists of six (6) structured essay-type questions based on theory and practice from all areas of a subject. Candidates will be expected to choose and answer four (4) of them at one sitting (50 marks).

Paper 2: Practical Test For All Visual Art Subjects:

All SSSCE Practical Examinations in Visual Art should be taken under supervised *examination* conditions. The Practical Examinations in each Visual Art subject, including General Knowledge in Art should be **taken for 6 hours a day for five days.**

Paper 2 will be the “practical” test paper and will require a student to choose one question from a number of practical questions. The practical questions will be sent to schools teaching Visual Art **two weeks** practical examinations would commence, and candidates would be expected to demonstrate their practical skills and competence in the subject (100 marks). Preliminary designing (sketching will be tested on the first day of the Practical Examination. It will be attached to the finished work and would be marked).

The practical test is very important since Visual Art is practically oriented, and an actual practical test should therefore be conducted in addition to continuous assessment and the test of theory.

What to look for in an Art work Evaluation:

The following may be used as a checklist of what to look for in an artwork evaluation:

- a) creativity, originality, innovation;
- b) Use of media, tools and materials
- c) Design: composition of elements and principles
- d) Technical competence: draughtsmanship and craftsmanship
- e) Uses, relevance and suitability of artefact to society/community

FORM OF ASSESSMENT

It is important that both instruction and assessment be based on the specified profile dimensions. In developing assessment procedures, try to select specific objectives in such a way that you will be able to assess a representative samples of the syllabus objectives. Each specific objective in the syllabus is considered a criterion to be achieved by the student. When you develop a test that consists of items or questions that are based on a representative sample of the specific objectives taught, the test is referred to as a “Criterion-Referenced Test”.

In many cases, a teacher cannot test all the objectives taught in a term, in a year etc. The assessment procedure you use i.e. class tests, homework, projects etc. must be developed in such a way that it will consist of a sample of the important objectives taught over a period.

The example in the next page shows an examination consisting of three papers, Paper 1A, Paper 1B, Paper 2 (Practical Work) and Continuous Assessment. Paper 1A will usually be an objective-type paper; Paper1B will consist of structured questions, essentially testing “Application of Knowledge”, but also consisting of some questions on “Knowledge and Understanding”.

Paper 2 will be the practical test paper. School Based Assessment (SBA) will be 30% of a total of all tests taken in class.

The distribution of marks for the objective test items, structured questions, the practical questions paper, and in School Based Assessment should be in line with the weights of the profile dimensions and as shown in the last column of the table on page xiii.

Paper 1A is marked out of 40; Paper 1B is marked out of 50, Paper 2 marked out of 80, and School Based Assessment is marked out of 70, giving 240 marks. The last row shows the weight of marks allocated to each of the four test components. The three test papers are weighted differently to reflect their individual importance in the total examination.

Distribution Of Examination Paper Weights And Marks

Dimensions	Paper 1A (Objective Test)	Paper 1B (Structured Question Paper)	Paper 2 (Practical Test Paper)	School Based Assessment	Total Marks	% Weight of Dimensions
Knowledge and Understanding	30	20	-	10	60	25
Application of Knowledge	10	30	20	24	84	35
Practical Skills	-	-	80	16	96	40
Total Marks	40	50	80	70	240	100
% Contribution of Papers	17	20	33	30	100	100

You will note that Paper 1 A has a contribution of 17% to the total marks; Paper 1B has a contribution of 20% to the total marks; Paper 2 has a contribution of 33%, and School Based Assessment has a contribution of 30% to the total marks. The numbers in the cells indicate the marks to be allocated to the items/questions that test each of the dimensions within the respective test papers. The practical test paper is the most important paper at the SSS level and therefore has more weight and more marks.

The last but one column shows the total marks allocated to each of the dimensions. Note that the numbers in the columns are additions of the numbers in the cells and they agree approximately with the profile dimension weights indicated in the last column. Of the total marks of 240, 60 marks, equivalent to 25% of the total marks, are allocated to Knowledge and Understanding; 84 marks, also equivalent to 35% of the total marks, are allocated to “Application of Knowledge”; 96 marks, equivalent to 40% of the marks are allocated to “Practical Skills”. The weight of each of the three dimensions is indicated in the last column. The ratio of theory to practice in Visual Art is 60:40

THE TERMINAL EXAMINATION

The terminal examination should have three test papers as described above, or could be developed as two test papers where, following the example of the SSSCE, Paper 1 will consist of two sections: Section A and Section B. Section A of Paper 1 will consist of objective test items, while Section B will consist of structured questions. Further details of the two papers are as follows:

GRADING PROCEDURE

To improve assessment and grading and introduce uniformity in schools, it is recommended that schools adopt the following grade boundaries for assigning grades on student test results.

Grade A:	80 - 100	-	Excellent
Grade B:	70 - 79	-	Very Good
Grade C:	60 - 69	-	Good
Grade D:	45 - 59	-	Pass (Satisfactory)
Grade E:	35 - 44	-	Weak
Grade F:	34 and Below	-	Very Weak

In marking examination questions, it is very important that you develop a marking scheme. A marking scheme, as you are aware, consists of the points for the best answer you expect for each question, and the mark allocated for each point raised by the student as well as the total marks for the question. For instance, if a question carries 10 marks, and you expect 4 points in the best answer, you could allocate 2 marks or part of it, depending upon the quality of the point raised by the student to each of the 4 points, totaling 8 marks, and then give the remaining 2 marks or part of it for organisation of answer. For objective test papers you may develop an answer key to speed up the marking.

In assigning grades to students' test results, you may apply the above grade boundaries and the descriptors, which indicate the meaning of each grade. The grade descriptor for Grade A, with a mark of 80% and above, is "Excellent". The grade boundaries are also referred to as grade cut-off scores. For instance, the grade cut-off score for a B grade is 70% in the example. When you adopt a fixed cut-off score grading system as in this example, you are using the criterion-referenced grading system. By this system, a student must make a specified score to be awarded the requisite grade. This system of grading challenges pupils to study harder to earn better grades. It is hence more useful for achievement testing and grading than the norm-referenced testing system of grading in which the grades are based on the rank order of students' marks i.e. where the best score in a class, no matter its quality, gets an A etc.

GUIDELINES FOR SCHOOL BASED ASSESSMENT

School Based Assessment will consist of written assignments, papers, essays, summaries, quizzes, tests, practical work/projects, appreciation, appraisal and will account for 30% of the total class work. The School Based assessment will comprise the following:

4 class exercises for	40 marks
1 class test for	20 marks
1 practical project work for	40 marks
1 end of term examination for	100 marks

School Based Assessment (SBA) will comprise both theory and practicals, and will start from first year to the end of the second term of the third year. In this regards, students should be taught how to keep portfolio/records or samples of works for presentation or seeking jobs.

SENIOR HIGH SCHOOL 2

SECTION 1

INTRODUCTION TO PICTURE MAKING

General Objectives: The student will:

1. appreciate the importance of picture-making.
2. be aware of career opportunities in picture-making.
3. acquire knowledge about picture-making personalities in Ghana.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 IMPORTANCE OF PICTURE MAKING	The student will be able to: 1.1.1 explain the concept and scope of picture-making. 1.1.2 analyze the social and economic importance of picture-making.	<p>Concept and Scope of Picture-making: Picture-making is the art of representing images such as persons, objects, ideas and scenes in a picture. Picture-making involves the application of painting media such as water-colour, acrylic, oils, pencils, ink, etc. on surfaces such as canvas, paper, wall, boards, etc. using tools like brush, pencil, painting - knives, etc. It covers Drawing and Painting, Illustration Print making Collage Mural and Mosaic Marquetry</p> <p>Social and Economic Importance: As a means of: - keeping records of past and present ideas and events. - forecasting future events and activities, etc. - self-expression. - clarifying ideas and meanings of texts e.g. illustration in books and magazines. - recreational/therapeutic activity - visual communication, education, entertainment - decoration, etc.</p>	Guide students to: - discuss the concept and scope of picture making, showing also the type of materials and surfaces on which pictures can be made. -discuss the social and economic importance of picture-making -identify and discuss individuals and companies engaged in picture making as a local business and for export. Note: - ensure the discussion covers the points in content and any others. - use digital content where available- DVD, VIDEO, CD, FILM, INTERNET.	Students to: explain the concept and scope of picture-making in their notebooks. analyze three social and three economic benefits of picture making for publication in a school journal.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) CAREER OPPORTUNITIES	The student will be able to:	(ii) Illustration: - Ato Delaquis,, - Addo-Osafo, - J. Kedjanyi, - Ato de Graft-Johnson, - F.D.K. Asare, - G.K.L. Gomez, - Amon Kotei, - Yaw Boakye (Ghanatta), - E. Opare, etc (iii) Print-making: - F.T. Mate, - Sowatey Adjei, - G.D. Atta Kwami, etc. (iv) Collage: - P.M. Amonoo, - E. Adiamah, - P.K. Kum-Essuon, - Ben Menyah, etc. (v) Mural: - E.V. Asihene, - V.K. Annan, - Ato Delaquis, - W.C. Owusu, - J.K. Amoah, - Kofi Antobam, etc. - Indigenous female mural artist in the Northern Ghana (Sirigu) (vi) Marquetry: - K.Z. Adzraku, etc.	Guides students to: - discuss the life and works of the Ghanaian picture makers according to their specialties.	

SENIOR HIGH SCHOOL 2

SECTION 2

FORMS OF PICTURE MAKING AND ASSOCIATED TOOLS, MATERIALS AND EQUIPMENT

General Objectives: The student will:

1. develop skills in making, maintaining and using basic tools, materials and equipment for picture making.
2. acquire skills in making pictures with the basic tools materials and equipment.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 DRAWING Meaning of drawing Purposes of drawing	The student will be able to: 2.1.1 explain the concept – drawing. 2.1.2 outline the purposes of drawing.	Meaning of Drawing Drawing is the act of running an implement such as pencil, pen, charcoal, brushes etc. to leave a mark over a surface as a means of creating a visual imagery. Purposes of Drawing <ul style="list-style-type: none"> • Recording: <ul style="list-style-type: none"> - as a means of recording past and current events. • Communication • Expression of ideas and feelings • Idea development: <ul style="list-style-type: none"> - drawing objects critically to derive new shapes from the original shape - development of creative thinking through drawing. • Drawing as a plan or a design for the execution of a major project. 	Guide students to: discuss the meaning of drawing using digital contents and other audio visual aids. outline and discuss the purposes of drawing relating them current issues.	Students to: - explain with examples their understanding of drawing. - write notes on the purposes of drawing into their notebooks

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) DRAWING	<p>The student will be able to:</p> <p>2.1.3 draw from observation.</p> <p>2.1.4 make quick sketches to communicate an idea.</p> <p>2.1.5 draw using lines to express Ideas and feelings.</p> <p>2.1.6 create ideas by drawing natural and man-made objects in the environment.</p>	<p>Drawing from observation</p> <ul style="list-style-type: none"> - drawing of objects through critical observation using the senses of perception e.g. sight, touch, etc. -draw familiar and single objects to begin with. <p>Quick Sketches:</p> <ul style="list-style-type: none"> - quick sketches:- ability to draw quickly from memory or observation in order to tell a story. <p>Drawing to express ideas and feelings</p> <ul style="list-style-type: none"> - drawing to express ideas and feelings characteristics of lines: - Thin line – weakness, frailty - Thick/vertical – stability - Zig-zag – movement - Horizontal – rest, etc. - Oblique – movement, falling, etc. <p>Drawing to develop ideas from natural and man-made objects in the environment e.g.</p> <p>Ovals Rectangular shapes Diagonal lines, etc.</p>	<p>Guide students to:</p> <ul style="list-style-type: none"> -record what they observe through drawing. -draw different lines using various media and tools - apply the senses of perception and critical observation in recording the exact characteristics of the object. <p>NB: Emphasize on drawing to achieve resemblance. Increase the number of objects as students progress</p> <ul style="list-style-type: none"> - produce quick sketches to communicate visually an idea or a story. <p>NB: Teacher may take students for an outdoor sketch in a market, sports field, etc.</p> <ul style="list-style-type: none"> - discuss the characteristics of line - use lines to draw as a means of expressing ideas and feelings. <p>eg -rest, confusion, bouncing, running, explosion, weakness, stability, peace, struggle, boldness, fear, happiness, anger, melancholy, etc.</p> <ul style="list-style-type: none"> - draw natural and man-made objects objectively. - derive and develop ideas/ new designs from natural / man-made objects found in the environment such as leaf, bone, shell, rock etc, into a picture. <p>NB: assist students to acquire skills in drawing geometric shapes. eg. Ovals and other angular shapes</p>	<p>Students to:</p> <ul style="list-style-type: none"> - display works for Appreciation. - make several sketches within a short time. - use lines to make a picture to express emotions and ideas. - display works for appreciation - select and draw the shape and form of natural or man-made objects from various observational points. Use your drawing as a base for developing new ideas into a representational, non representational picture or both.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) DRAWING Tools, materials and equipment	<p>The student will be able to:</p> <p>2.1.7 classify tools, materials and equipment for drawing according to their functions.</p> <p>2.1.8 make tools, materials and equipment for drawing.</p> <p>2.1.9 determine the effectiveness of tools, materials and equipment.</p>	<p>Classification of tools, materials and equipment for drawing:</p> <ul style="list-style-type: none"> - Tools for drawing: pencil, pen, charcoal, crayon, pastel, brush, eraser, putty rubber, quill, reed silver point, nibs markers, etc. - Materials for drawing: paper, cardboard, charcoal, crayon, pastels, pencil, ink, colour, etc. - Equipment for drawing: drawing-board, drawing pins, palette, spray diffuser, etc. <p>Making tools, materials and equipment for drawing: egs. charcoal, brushes crayon, adhesive, drawing boards etc</p> <p>Testing tools and materials for effectiveness through exploration and experimentation.</p>	<p>Guide students to:</p> <ul style="list-style-type: none"> -identify and discuss the meaning and uses of tools, materials and equipment for drawing - discuss and compare their characteristics <p>NB:</p> <ul style="list-style-type: none"> -show samples and pictures - visit studios of practitioners to familiarize with their use <p>observe and practice how to prepare/make some tools, materials and equipment for picture making.</p> <p>NB:</p> <ul style="list-style-type: none"> -demonstrate how to make some tools, materials and equipment with available resources. <ul style="list-style-type: none"> -explore, test and experiment with tools, materials and equipment to determine their effectiveness. -perform various tasks/assignment to gain mastery in their use. <p>Discuss the meaning and scope of painting.</p> <p>Note:</p> <ul style="list-style-type: none"> -Ensure the discussion covers the points in content and any others. - Use digital content where available- DVD, VIDEO,CD, FILM, INTERNET 	<p>Students to:</p> <ul style="list-style-type: none"> -prepare a chart showing classification of the tools, materials and equipment according to uses and characteristics -exhibit / display the tools and materials produced -exhibit and present a report on the effectiveness of the tools, materials and equipment . - write an essay explaining with examples his or her understanding of painting and its scope.
UNIT 2 PAINTING (a) Meaning	<p>2.2.1 explain the concept and scope of painting.</p>	<p>The meaning and scope of painting The art of applying a pigment/ colour or other organic or synthetic substance to various surfaces to create a realistic or abstract picture or design.</p> <p>Scope Landscape/seascape, portraiture, Still life, etc.</p>	<p>Discuss the meaning and scope of painting.</p> <p>Note:</p> <ul style="list-style-type: none"> -Ensure the discussion covers the points in content and any others. - Use digital content where available- DVD, VIDEO,CD, FILM, INTERNET 	<ul style="list-style-type: none"> - write an essay explaining with examples his or her understanding of painting and its scope.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2 (CONT'D)</p> <p>PAINTING</p> <p>(b) Tools and Materials</p>	<p>The student will be able to:</p> <p>2.2.2 classify tools, materials and equipment for painting according to their uses and characteristics.</p> <p>2.2.3 make/prepare tools and materials for painting.</p> <p>2.2.4 paint a picture to communicate an idea by exploring some techniques of painting.</p>	<p>Tools ,materials and equipment for painting:</p> <ul style="list-style-type: none"> - crayon, pastel, brush, palette knife, rag, charcoal, painting knife, scrapper, roller, foam <p>Materials</p> <ul style="list-style-type: none"> - airbrush. powder colour, water colour, poster colour/tempera/gouache, oil paint, acrylic paint, ink, pastel, emulsion, vanish, turpentine, linseed, water <p>Equipment</p> <ul style="list-style-type: none"> - easel, donkey, tables, palette, guillotine, Miter, etc. <p>Making /preparing tools and materials for painting.</p> <ul style="list-style-type: none"> - brush - spray diffuser - palette knife, etc. - pigment/colour - crayon/pastels - adhesives, - surfaces eg, canvas, paper, board etc - Preparation of surfaces;- stretching, sizing, priming, etc <p>Explore the techniques painting to communicate an idea in a realistic or abstract style</p> <ul style="list-style-type: none"> - pen and wash - stippling - glazing - spraying - impasto 	<p>Guide students to:</p> <ul style="list-style-type: none"> -identify, discuss, compare the uses and characteristic of the tools, materials and equipment for painting. -classify the tools, materials and equipment according to their uses. <p>observe and make tools/materials and equipment for painting.</p> <p>NB: The teacher to demonstrate how to make selected tools, materials and equipment with available resources.</p> <ul style="list-style-type: none"> -access internet and reference materials on the topic. <p>-discuss some basic techniques in painting. eg. Pen and wash, wet in wet, spattering, stippling.</p> <ul style="list-style-type: none"> - explore, experiment and apply various techniques in painting. <p>NB: Demonstrate some of the techniques for the students to observe and practice.</p>	<p>Students to:</p> <ul style="list-style-type: none"> - prepare an illustrated chart showing a classification of the tools, materials and equipment according to uses and characteristics. <p>-exhibit / display the tools and material produced for evaluation.</p> <p>- exhibit/display works for Appreciation.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3</p> <p>OTHER FORMS OF PICTURE-MAKING</p> <p>(i) Pyrography (scorching)</p>	<p>The student will be able to:</p> <p>2.3.1 explain the concept - Pyrography.</p> <p>2.3.2 differentiate between the use of tools and materials for pyrography.</p> <p>2.3.3 compose a picture using techniques in pyrography</p>	<p>Meaning of Pyrography:</p> <p>Pyrography (Scorching) is drawing executed on surfaces such as wood, calabash/gourd, plastic etc. by scorching.</p> <p>Tools and materials for pyrography:</p> <ul style="list-style-type: none"> - Soldering iron, - metal rod, - fire, - chalk, - pencil, etc. <p>Materials:</p> <ul style="list-style-type: none"> - calabash/gourd - wood - plastic - straw board, etc. <p>Safety precautions</p> <ul style="list-style-type: none"> -follow safety guidelines provided by the manufacturers of safety gadgets - wear protective clothing. eg gloves <p>Composition of a picture in pyrography.</p> <ul style="list-style-type: none"> - composing a picture. - drawing - scorching 	<p>Guide students to:</p> <p>discuss the meaning and process of pyrography using samples, digital content and other audio visual aids.</p> <p>-identify and describe tools and materials for pyrography</p> <p>-compare, discuss their uses and safety measures.</p> <p>NB: consult fire experts for advice on safety measures involved in the use of hot appliances on surfaces to create images.</p> <p>- discuss the use of tools and materials for pyrography,</p> <p>- explore, experiment and apply various techniques in pyrography.</p> <p>- compose a picture based on - still-life, nature, human figure, etc).</p> <p>NB: Demonstrate various techniques in pyrography for students to observe and practice.</p>	<p>Students to:</p> <ul style="list-style-type: none"> - explain with examples their understanding of Pyrography. - prepare a chart stating the differences and similarities between the tools and materials for pyrography. - safety precautions associated with the use of pyrography tools and materials. <p>compose a picture using tools and materials for pyrography based on still life, nature, human and activities.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3 (CONT'D)</p> <p>OTHER FORMS OF PICTURE-MAKING</p> <p>ii) Collage</p>	<p>The student will be able to:</p> <p>2.3.4 determine the differences and similarities in the meaning and technique of collage from other picture making techniques.</p> <p>2.3.5 classify tools and materials for collage according to uses, sources and characteristics.</p> <p>2.3.6. compose a picture in collage through a exploration of tools, materials and techniques.</p>	<p>Determining the meaning and techniques of collage and others:</p> <ul style="list-style-type: none"> - a pictorial technique in which the artist creates an image by adhering objects as paper, cloth, wood or other odds and ends on a surface. <p>Classification of tools and materials for making collage</p> <p>Tools:</p> <ul style="list-style-type: none"> - scissors, chalk, pencil, tracing paper, etc. <p>Materials:</p> <p>From animal, plant, man-made, miscellaneous/assorted sources e.g.</p> <p>Plant – tree bark, seeds, pods, sawdust, etc.</p> <p>Animal – feathers, egg shells, sea shells, bones, etc.</p> <p>Mineral – rocks, pebbles, sand, etc.</p> <p>Miscellaneous/assorted – fabrics, plastics, scrap, packages, yarns, ceramic pieces, glass, adhesive (glue, gloy, resin), etc.</p> <p>Characteristics – flat, dry, soft, hard, rough, smooth, thin, thick, round, coloured, uncoloured, etc.</p> <p>Composing a picture in collage</p> <ul style="list-style-type: none"> - through exploration of tools, materials and equipment - based on ideas, objects, activities in the man-made and natural environment and within the experience of students. 	<p>Guide students to:</p> <ul style="list-style-type: none"> - discuss the meaning and technique of collage using samples. - discus and compare the differences between collage and other picture making techniques. - identify and discuss the uses, characteristics and sources of the various tools and materials for collage. - discuss the sources, uses and characteristics of these materials and tools for collage. - discuss basic techniques in composing and making a picture in collage. - explore the use of tools, materials and equipment to compose a picture based on ideas, events and activities in the environment. 	<p>Students to:</p> <p>write a short essay on the differences and similarities in the meaning of collage and other techniques such as pyrography and drawing.</p> <p>use the tools and materials to produce simple pictures in collage- eg single figure picture.</p> <p>Identify materials in the environment to determine their usefulness for collage.</p> <ul style="list-style-type: none"> - prepare a chart showing a classification of tools and materials for collage according to sources <u>and</u> characteristics. <p>display, appreciate and appraise.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3 (CONT'D)</p> <p>(v) Print-making</p>	<p>2.3.13 categorise print making according to types, tools and materials.</p> <p>2.3.14 compose a picture by print making through exploration and experimentation with tools, materials and techniques.</p>	<p>Categorization of print making The transferred image is called print.</p> <p>Print making processes are divided into four major categories; relief, intaglio, serigraphy, lithography.</p> <p>i) Relief: (tools) knife, chisel, gouge, pencil. Roller, (materials)- wood, lino, tubers (yam, cocoyam, etc.)</p> <p>ii) Intaglio: (tools) needles, burnishers, scrapers, and rockers (materials)- ink, paper, wood, metal plate, acid, etc.</p> <p>iii) Serigraphy; (tools) squeegee, wooden frame, stapler/ stapling pin, brush, emulsion coating blade (materials)- organdie, printing past, lacquer, , photo emulsion – (potassium dichromate plus PVA glue), etc.</p> <p>iv) Lithography; (tool)- metal plate, brush, etc (materials)- greasy ink; such as touché, litho crayon, litho pencil, water, paper etc.</p> <p>Composing a picture by print making.</p> <ul style="list-style-type: none"> - through experimentation, exploration of materials, tools and techniques eg. stencil and block relief - Theme; ideas from natural and man-made environment, - Cultural, societal events, proverbs, symbols, stories and activities - topical issues concerning individuals and society, etc. HIV/AIDS, religion, etc. 	<p>Guide students to:</p> <p>identify, categorise and discuss the tools and materials for print making according to their types.</p> <p>identify and discuss techniques, ideas, themes and topical issues for composing a picture by print making.</p> <ul style="list-style-type: none"> - explore experiment and compose a picture based on an idea or topic by print making techniques <p>NB: demonstrate the techniques for students to observe and practise</p>	<p>Students to:</p> <p>prepare a chart showing the categorisation of print making according to types, tools and materials. (students to visit and look for information from internet, practitioners and reference books).</p> <p>compose a picture by print making techniques to express or communicate an idea or message.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3 (CONT'D)</p> <p>vi) Montage</p>	<p>The student will be able to:</p> <p>2.3.15 determine the differences and similarities in the meaning and techniques of montage and others.</p> <p>2.3.16 identify the tools and materials for montage.</p> <p>2.3.17 compose a picture in montage by exploring and experimenting with tools, materials and techniques.</p>	<p>Determining the meaning and techniques of montage and others:</p> <ul style="list-style-type: none"> - A picture composed by assembling, overlapping, overlaying and pasting of materials obtained from photographs, magazines and other sources <p>Tools and Materials for Montage:</p> <ul style="list-style-type: none"> - pencil, blade, scissors, etc. <p>Materials: Magazines, photographs, board, carpenters' glue, etc.</p> <p>Composing a picture in montage.</p> <ul style="list-style-type: none"> - Theme; ideas from natural and man-made environment, - Cultural, societal events, proverbs, symbols, stories and activities - topical issues concerning individuals and society, etc. HIV/AIDS, religion, etc. 	<p>Guide students to:</p> <p>discuss the meaning and techniques of montage.</p> <ul style="list-style-type: none"> - compare them with other techniques to determine the differences in similarities eg. appliqué, mosaic, collage, pyrography and print making. <p>identify and discuss tools and materials for montage.</p> <p>discuss and appreciate a montage item</p> <ul style="list-style-type: none"> - discuss techniques and materials used for making montage. - discuss how to compose and make an item or picture in montage. - compose and make a picture in montage based on an idea or topic from memory imagination and observation. - display their pictures for appreciation and appraisal. 	<p>Students to:</p> <p>compare and contrast the differences/ similarities between montage and appliqué, mosaic and collage.</p> <p>compose a real or abstract picture in montage to satisfy a personal or societal need.</p>
<p>(vii) Marquetry</p>	<p>2.3.18 compare the meaning and techniques of marquetry with others to determine differences and similarities.</p>	<p>Comparing the meaning and technique of marquetry with others.</p> <ul style="list-style-type: none"> - The art of combining different veneer pieces to form pictures or patterns. The decorative effects are produced by contrasting colours and shapes of veneer, which are then adhered to a base wood. 	<p>discuss the meaning and techniques of marquetry</p> <ul style="list-style-type: none"> - compare and contrast the meaning and techniques with others to determine the differences and similarities eg. collage, mosaic, appliqué, montage and pyrography. 	<p>Compare and contrast the differences and similarities between marquetry, mosaic, collage, appliqué and pyrography.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3 (CONT'D)</p> <p>(vii) Marquetry</p>	<p>The student will be able to:</p> <p>2.3.19 describe the tools and materials for marquetry.</p>	<p>Tools and materials for marquetry:</p> <ul style="list-style-type: none"> - Knife, pencil, veneer saw, blade, carbon paper, steel ruler, adhesive tapes, etc. <p>Materials:</p> <ul style="list-style-type: none"> - Veneer, carpenters' glue, board, vanish, etc. 	<p>Guide students to:</p> <p>identify and discuss the uses of tools and materials for marquetry.</p>	<p>Students to:</p> <p>visit, observe and interview a practitioner in marquetry and report on the tools, materials and techniques being used.</p> <p>Project</p> <p>(a) by using the internet, textbooks and other publications determine the meaning of the various techniques in picture making eg. collage, mosaic, pyrography, montage and marquetry.</p> <p>(b) use the understanding to prepare an illustrated paper on the similarities and differences in techniques, tools and materials.</p> <p>(c) explain their importance in picture making.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) (vii) Marquetry	The student will be able to: 2.3.20 compose a picture in marquetry by exploring and experimenting with tools, materials and techniques.	Composing a picture in marquetry: <ul style="list-style-type: none"> - Theme; ideas from natural and man-made environment, - Cultural, societal events, proverbs, symbols, stories and activities - topical issues concerning individuals and society, e.g. HIV/AIDS, religion, etc. 	Guide students to: discuss and appreciate a marquetry item <ul style="list-style-type: none"> - discuss techniques and materials used for making marquetry. - discuss how to compose and make an item or picture in marquetry. - compose and make a picture in marquetry based on an idea or topic from memory imagination and observation. - display their pictures for appreciation and appraisal. NB: demonstrate the techniques for students to observe and practise.	Students to: compose a real or abstract picture in marquetry to satisfy a personal or societal need.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 4</p> <p>STUDIO MAINTENANCE</p>	<p>The student will be able to:</p> <p>2.4.1 care for picture making materials and equipment.</p> <p>2.4.2 demonstrate knowledge and skills in preventing health hazards associated with picture making.</p>	<p>Caring for tools, materials and equipment:</p> <ul style="list-style-type: none"> - Cleaning brushes and palette after use with kerosene/turpentine and with soap. - Keeping hair of brushes upright - Keeping papers flat, rolled up or in folios, etc. - Keeping containers of paints, powdered pigment, solvent, well close, etc. <p>(i) Preventing health hazards in picture making:</p> <ul style="list-style-type: none"> - eating with unwashed hands after work; chemicals such as turpentine, kerosene, etc. contaminating food, drinking water, etc. <p>(ii) Body injuries:</p> <ul style="list-style-type: none"> - sores, abrasions, burns, etc. resulting from sharp/hot tools and chemicals. <p>(iii) Inhalation of dust and fumes;</p> <ul style="list-style-type: none"> - creation of dusty procedures as sanding, sprinkling of saw dust, etc; fumes from spray diffuser, air brush, turpentine, petrol, etc. 	<p>Guide students to:</p> <p>discuss studio maintenance practices.</p> <p>NB: use digital content as well as teacher, learner, participatory method such as</p> <ul style="list-style-type: none"> - case studies - features wheel - value clarification - role play - simulation <p>discuss the health hazard and preventive measures associated with picture making.</p> <p>NB: use digital content is possible and organise a visit to or by an expert to the school for a talk on health hazards in the use of tools, materials and equipment.</p>	<p>Students to:</p> <p>describe some of the studio maintenance practices.</p> <p>NB: show by practical examples and behaviour the caring of tools, materials and equipment in class.</p> <p>describe some identified health hazard associated with picture making and their prevention.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) STUDIO MAINTENANCE	The student will be able to: 2.4.3 demonstrate knowledge and skills, write conduct and precautions in studio/class work activities.	Safety precautions: - providing first aid in the studio - tidying up studio after work - washing hands thoroughly before eating, drinking or applying make-ups after work. - working in well ventilated studios. - avoid dusty procedures as sanding, sprinkling of dry paint, saw dust, etc. or where necessary, wear protective gadgets as nose mask, gloves, goggles, etc. - painters should avoid using their lips to smoothen brushes after washing them.	Guide students to: - discuss the safety precaution in picture making - suggest ways of applying safety and precautionary measures into the classroom practices. - discuss and lay down rules and regulations and sanctions in maintenance and safety practices in class. NB: use digital content if possible and organise a visit to or by an expert to the school for a talk on safety precautions in the use of tools, materials and equipment. Use digital content if possible and participatory teaching and learning methods such as case studies, role play, features wheel, debate, educational trip and value clarification. Emphasise the role of moral and human values and attitude in studio maintenance eg. love, diligent, self discipline, compassion and spirit of caring, etc.	Students to: Project Students to visit a studio observe and find out and prepare a class debate paper which either support or refutes the statement that “studio maintenance and safety practises are meant for only professional practitioners.

SENIOR HIGH SCHOOL 2

SECTION 3

BASIC DESIGN

General Objective: The student will:

1. understand and apply concepts, principles and techniques in basic design in making pictures.
2. acquire the skills of observation, experimentation, differentiation, as they work with the various elements and principles of design.
3. develop skills in analyzing, appreciating and appraising own and works of others for improvement, using appropriate terms.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 VISUAL ELEMENTS	The student will be able to: 3.1.1 identify and create element of design using picture making techniques.	Creating the element of design: - The basic ingredients the artist uses separately, or in combination, to produce artistic imagery. Their use produces the visual language in art. e.g. line, dot, texture colour, light (value), etc. - Creating the element using techniques such as drawing, scorching, cutting and pasting, print making, spraying, etc. Element: line, dot, texture, shape, space.	Guide students to: discuss the meaning of design and the elements. - identify and discuss the elements in the man-made and natural environment. - create the elements with picture making techniques. - display their wares for appreciation and appraisal. NB: use demonstration and samples and digital content if possible. <u>Types of lines</u> , -thin, horizontal, oblique, wavy, zig-zag, spiral, vertical, etc.	Students to: create the elements using picture making techniques hand and power tools and equipment, etc. computer.
UNIT 2 PRINCIPLES OF DESIGN	3.2.1 create and organise the elements according to principles through exploration and experimentation.	Creating and organising the elements according to principles: - Guidelines that govern the arrangement or organization of the visual elements into art forms e.g. unity, variety, balance, rhythm, contrast repetition, proportion, dominance, etc. - principles eg. unity, variety, contrast, repetition, harmony, opposition, etc.	Discuss the meaning and importance of the elements and principles of design - visit, observe and identify the elements and how they are organised according to principles in the man-made and natural environment. - create and organise the elements according to principles using techniques, tools and materials for picture making.	Project: Investigate with reference to the internet, books and artists and prepare an illustrated paper on whether he or she agrees or disagrees with the idea that everything man-made or natural has been created by elements and principles of design.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) THE DESIGN AND TECHNOLOGY PROCESS (DTP)	3.2.2 analyse the procedure and importance of Design and Technology process for creative thinking and solving of problems through picture-making	<p>The importance of the Design and Technology process:</p> <ul style="list-style-type: none"> - The concept of “Technology” explained as coming from the Greek word “technos” meaning “art”. - The belief that it took a real artist to make items/products from natural materials. - the importance of DTP for critical thinking and solving problems of society through picture making socially, culturally, economically, religiously etc. for individual, the community and nation. <p>The Summary of DTP</p> <ol style="list-style-type: none"> 1. Identify a problem/need. 2. Define and specify the problem/need or what you want to do. 3. Investigate/research past solutions to similar problems. 4. Brainstorm, suggest possible solutions or ways and pick the best. 5. Pre-image-visualise and develop ideas, sketches, preliminary designs etc. 	<p>Guide students to:</p> <p>Discuss the concept and importance of DTP.</p> <ul style="list-style-type: none"> - discuss and describe the various steps in DTP in relation to picture-making. - use their own examples to explain, describe and analyse the DTP in relation to creativity and problem-solving in picture-making. 	<p>The student to:</p> <ul style="list-style-type: none"> - access the internet and books for more information on DTP and write an essay on its relevance or irrelevance to picture-making and justify it.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3</p> <p>UNDERSTANDING COLOUR</p> <p>(a) Colour as pigment</p> <p>(b) Colour wheel</p> <p>(c) Tonal values</p> <p>(d) Monochrome</p>	<p>The student will be able to:</p> <p>3.3.1 differentiate between pigment and spectrum colours.</p> <p>3.3.2 draw and paint the 12-point colour wheel.</p> <p>3.3.3 mix tints and shades of colours and identify their interactions.</p> <p>3.3.4 paint a picture in monochrome using tints and shades.</p>	<p>Identification of colours: - crayon, poster colour, water colour, acrylic, gouache, oil paint, enamel, emulsion paint, etc.</p> <p>Drawing and painting the 12-point colour wheel. - Primary, secondary, tertiary, intermediary Mixing tertiary colours.</p> <p>Mixing colours with: (i) white (ii) black colour (dark colour) to produce graded tones ranging from tints to shades.</p> <p>Painting a picture in monochrome.</p> <p>1. Painting a picture from: - memory, imagination, direct observation (landscape/seascape) realistic or abstract. 2. Painting based on ideas, topical issues, problems of individuals, communities and nation. Monochrome is a picture in tints and shades of one colour.</p>	<p>Guide students to:</p> <p>identify and discuss the pigment and spectrum colours and their characteristics.</p> <p>NB: seek the assistance from science personnel and the internet for the scientific interpretation of colour. Conduct simple experiment if possible.</p> <p>paint the 12-point colour wheel and discuss their relationship/colour schemes - opposite, analogous, triad, complimentary, etc.</p> <p>- discuss and demonstrate mixing and painting in at least three tones. - lead students to paint still-life using the three tones.</p> <p>Note: Review the unit on composition, colour sensation, colour interaction, harmony colour perspective and schemes as well as the elements and principles of design.</p> <p>- discuss the concept of monochrome. - discuss and develop ideas for composing and painting a picture in monochrome. - plan, compose and paint a picture in monochrome based on select topics, ideas and using appropriate techniques, tools and materials.</p>	<p>Students to:</p> <p>compare the pigment colours with spectrum colours to identify similarities and differences.</p> <p>(1) paint number of pictures in various colour schemes.</p> <p>display their works for appreciation.</p> <p>plan, compose and paint a realistic or abstract picture in monochrome based on chosen ideas or topics from memory, imagination, and direction observation</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3 (CONT'D)</p> <p>UNDERSTANDING COLOUR</p> <p>(h) Composition in colour</p>	<p>The student will be able to:</p> <p>3.3.9 compose pictures in colour by applying elements and principles of design.</p> <p>3.3.10 analyse the concepts, symbolism and significance of colours in indigenous and contemporary Ghanaian society.</p>	<p>Using elements of design (colour, shapes, forms, etc) to compose a picture on a surface.</p> <ul style="list-style-type: none"> - applying knowledge and skills in composition, colour mixing, sensation, interaction, harmony, perspective, elements and principles of design. - composition based on personal or community ideas, events, social, economic, educational cultural and topical issues/problems eg. street children, sanitation, HIV/AIDS, immorality, stories, etc. - composing realistic or abstract pictures from memory, imagination, observation, etc. <p>Ghanaian colour concepts, symbolism; social and cultural significance. Analyzing in terms of: source, association, symbolism, meaning.</p> <p>For examples:</p> <ul style="list-style-type: none"> - gold takes its source from chicken fat or mineral gold. 	<p>Guide students to:</p> <ul style="list-style-type: none"> - discuss how to compose pictures and colour by applying elements and principles of design. - discuss how to compose and paint on a surface to achieve a pleasing effect. <p>Students to:</p> <ul style="list-style-type: none"> - compose and paint pictures based on ideas, topics, themes that are real, abstract or semiabstract. - organize the display and evaluation of works. <p>discuss the symbolic, social and cultural significance of colours to the Ghanaian society. Compare the Ghanaian symbolism with Western concepts. (Note; the Ghanaian concept does not have mixtures but rather deals with the pure colour – black, white and red).</p>	<p>Students to:</p> <p>compose a picture in colour based on:</p> <ul style="list-style-type: none"> - real or abstract ideas. - the application of colour perspective, harmony, sensation, interaction and elements and principles of design. <p>- find out and prepare a chart, based on colour symbolism in the locality.</p>

SENIOR HIGH SCHOOL 2

SECTION 4

BODY ART

General Objectives: The student will:

1. recognise body art as a social or cultural need.
2. discover types of body art and their social, spiritual, and health implications.
3. acquire basic skills in body decoration.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 IMPORTANCE OF BODY ART	<p>The student will be able to:</p> <p>4.1.1 analyse the social, cultural, meaning and importance of body art.</p> <p>4.1.2 explain the status of the body painter and the one painted.</p>	<p>Body painting (art):</p> <p>Body art refers to tattoos, piercings, scarifications and painted marks done on the body as well as hair-styles, for personal and social identification, medicinal, magical, royal purposes or as a participant in a specific ceremony like the rite of passage, sports and drama.</p> <p>In recent times, body art is even employed in politics, advertisement of goods and services as well as sport and fashion.</p> <p>Status of the body painter and the one painted.</p>	<p>Guide students to:</p> <p>discuss and explain the concept, scope, characteristics and significance of body painting (art).</p> <p>discuss the status of the body painter and the one painted.</p> <p>- brainstorm and discuss the reasoning why people or cultures engage in body arts.</p>	<p>Students to:</p> <p>analyse the socio-economic and cultural import of body painting (art) with examples.</p> <p>investigate and report on the reasons why people do body painting/art.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT) TOOLS/ MATERIALS AND TECHNIQUES FOR BODY ART	4.2.4 design and paint the body using safe and appropriate tools, technique and materials.	Designing and painting the body. - painting the body to satisfy a personal social and cultural need. - painting to symbolize <u>or</u> communicate an idea.	discuss topics, symbols, and ideas to serve as inspiration for developing designs for body art. demonstrate and practice techniques in body painting/art using safe and appropriate techniques. Design and paint limited/exposed areas of the body individually and in pairs e.g. face, hand and legs.	- appreciate their body paintings they made.

SENIOR HIGH SCHOOL 3

SECTION 1 PICTURE MAKING METHODS AND TECHNIQUES

General Objectives: The student will:

1. understand and compare techniques, procedures, and symbolisms in picture making.
2. develop proficiencies in drawing, painting and other picture making techniques.
3. develop the ability to apply systematic procedures and symbolisms to other areas of life.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 DRAWING TECHNIQUES	Students will be able to: 1.1.1 draw objects using basic drawing techniques. 1.1.2 draw rectangular and cylindrical objects with different techniques. 1.1.3 shade drawn objects using various techniques in drawing.	Drawing objects and drawing with basic drawing techniques Basic drawing techniques; - Line - Contour - Block- in - Silhouette - Dot Drawing of rectangular and cylindrical objects using different techniques to represent; -one object -two objects together -three or more objects together Shading of objects using the shading techniques -mass -dot (stippling) -hatching -cross hatching -doodling, etc.	Guide students to: -describe basic techniques in drawing. -draw objects using line, contour, block-in, silhouette, dot, etc. -draw simple objects using the drawing techniques -draw objects at various eye levels using various techniques. NOTE: Demonstrate the techniques of shading for students to follow. observe critically the behaviour of lines and space as they recede, and also ovals at various angles. -draw and use various techniques to shade them. -note the tonal gradation as they practice the various techniques. - display their works for appraisal of own and other works.	Students to: -describe and draw shapes using simple drawing techniques -draw different shapes using any of the techniques -draw and shade objects using different techniques

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>PAINTING TECHNIQUES</p>	<p>The student will be able to:</p> <p>3.2.1 determine the characteristics of the various painting media.</p> <p>3.2.2 paint through Experimentation.</p>	<p>Types of media</p> <p>a) Dry; pastel, pencil, charcoal, conté, etc.</p> <p>b) Wet; ink, poster, gouache, marker, water colour, oils, acrylics, etc</p> <p>Colour Solvents</p> <p>poster/ gouache-----water</p> <p>water colour-----water</p> <p>acrylics-----water</p> <p>oils-----turpentine/ linseed</p> <p>Characteristics;</p> <p>i) poster/ gouache-opaque, water soluble and re-soluble, works better when light tones are painted first, dries relatively fast, etc</p> <p>ii) water colour-transparent, fluid, suggestible, works better when worked from light to dark tones, dries relatively fast etc</p> <p>iii) acrylics- water soluble, dries very fast, can be applied in both oil and water colour techniques, may not crack like oils, relatively, permanent, etc</p> <p>iv) oils- soluble in turpentine and linseed oil, dries very slowly, opaque, permanent, can be worked either from light to dark and vice-versa very versatile etc</p> <p>Exploring and experimenting with painting Techniques. Techniques:</p> <p>i) impasto</p> <p>ii) alla prima</p> <p>iii) scumbling</p> <p>iv) glazing</p> <p>v) stippling</p>	<p>Guide students to:</p> <p>identify and discuss the types and characteristic of various painting media.</p> <p>compare, describe, and discuss the characteristic of various media.</p> <p>perform task <i>by</i> exploring, experimenting and mixing colours and media to determine their characteristics</p> <p>experiment with colour mixing to determine their characteristics</p> <p>paint pictures in at least two techniques and display them for appreciation.</p>	<p>Student to:</p> <p>display works for appreciation</p> <p>produce sample works using the dry and wet media.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3</p> <p>PYROGRAPHY</p>	<p>The student will be able to:</p> <p>3.3.1 compose pictures in pyrography to satisfy a need of society using appropriate tools, materials and techniques.</p>	<p>Applying basic drawing techniques in pyrography;</p> <ul style="list-style-type: none"> - Line - Contour - Block- in - Silhouette - Dot, etc. <p>Exploring various surfaces of pyrography.</p> <p>Making pictures in pyrography to satisfy societal and individual needs e.g. self-expression, communication, worship, show of love, compassion, appreciation, food, clothing shelter, poverty employment, celebration etc.</p>	<p>Students to:</p> <p>discuss the concept and techniques of making pictures in pyrography, (scorching) to satisfy individual or societal needs</p> <p>demonstrate various skills in scorching by using appropriate tools and materials:</p> <ul style="list-style-type: none"> - Guide students to compose abstract and semi-abstract pictures of objects, figures, plants, scenes, etc. to satisfy a need using scorching technique. <p>NOTE: Ensure that students use the knowledge and skills in design and technology, elements and principles of design to identify and solve in picture making including pyrography</p>	<p>Students to:</p> <p>compose pictures in pyrography using simple drawing techniques as line, contour, hatching, etc.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 5</p> <p>MOSAIC/ MARQUERY</p> <p>i. Mosaic</p>	<p>The student will be able to:</p> <p>3.5.1 design and make pictures in mosaic according to themes and specification, using appropriate tools and materials.</p>	<p>Skill, procedure and application for mosaic:</p> <ul style="list-style-type: none"> - developing ideas based on topics, issues, etc - designing - selecting and preparing materials - transferring design unto the surface - executing by cutting and pasting of shapes - finishing <ul style="list-style-type: none"> • polishing/vanishing • framing <p>Themes: e.g.</p> <ul style="list-style-type: none"> - human values of love, peace, tolerance, patience. - individual, and national needs and problems, war peace, hunger, global warming, symbolism, education, communication, poverty alleviation, health, culture, immorality. 	<p>Guide students to:</p> <p>discuss the concept “mosaic” using illustrations and samples.</p> <p>Guide students to compare collage and mosaic and identify similarities and differences.</p> <p>discuss the techniques and procedures involved in the design and execution of mosaic and assist them to produce a picture.</p> <p>design and make individual and group projects in private or public places to satisfy societal needs.</p>	<p>Students to:</p> <ol style="list-style-type: none"> (1) state the differences and similarities between collage and mosaic (2) describe the procedure for designing and making mosaic sequentially. (3) design and make pictures in mosaic to depict:: <ul style="list-style-type: none"> - aspects of Ghanaian culture - an idea - an event - still life - figures in action - topical issues <p>Project</p> <p>design and make a picture in mosaic as a project to satisfy a need of an area in the class, school or community e.g. wall, floor, pillars.</p> <p>Themes: Traditional e.g. festival</p> <p>-topical issues e.g. HIV/AIDS, indiscipline and domestic violence.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 5 (CONT)</p> <p>MOSAIC/ MARQUETRY</p> <p>ii. Marquetry</p>	<p>The student will be able to:</p> <p>3.5.2 design and make pictures based on ideas and themes using veneer.</p>	<p>Making pictures with veneer.</p> <p>Skill, procedure and application:</p> <ul style="list-style-type: none"> i) sizing/preparation of support ii) drawing/preliminary sketches iii) tracing and transfer of design iv) cutting out of design on veneer v) application of glue to templates vi) pasting of templates on the prepared surface. <p>Theme: Refer to mosaic.</p>	<p>Guide students to:</p> <p>design and make real or abstract a picture in marquetry in a systematic way from observation, memory, or imagination.</p> <p>NB: each piece of template should be pasted independently, no pasting over another</p>	<p>Students to:</p> <p>design and produce a picture in marquetry to be exhibited at a fair</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 6</p> <p>PRINT MAKING</p>	<p>The student will be able to:</p> <p>3.6.1 design and make a pictorial print, using appropriate techniques, tools and materials in relief printing.</p> <p>3.6.2 make a pictorial print using intaglio printing technique.</p>	<p>Making pictures from relief printing</p> <p>a. Relief Printmaking using block from</p> <ul style="list-style-type: none"> - yam, potatoes, cocoyam, cassava, wood, line, clay, collage etc. <p>Making Relief block e.g.</p> <ol style="list-style-type: none"> 1) - make a design 2) - transfer the design into a block in reverse 3) - cut off the non-printing area (or assemble by pasting patterns forming the printing area) 4) - apply colour/paint 5) - Print by pressing against the support <p><u>Themes/Topics/Ideas:</u> Refer to collage. Mosaic, painting, maquetry, etc.</p> <p>Pictorial print in intaglio</p> <p>b. Intaglio</p> <ol style="list-style-type: none"> 1) follow 1 and 2 of relief printing 2) cut (incise) the printing area. (In this case, the non-printing area is the raised part of the block, while the printing areas is depressed or grooved) 3) apply paint/colour 4) clean of colour/paint from the non-printing area 5) print as in relief 	<p>Guide Students to:</p> <p>discuss with samples and illustrations, the concept of printing using the various techniques, tools and materials.</p> <ul style="list-style-type: none"> - Relief/block - intaglio - Serigraphy - Planography/lithography <p>- Review lessons on the tools and materials for each printmaking process.</p> <p>NB: Use demonstration, observation, digital content, experiential and participatory teaching and learning methods</p> <p>Discuss, plan and make a picture using the print intaglio printing method.</p>	<p>Student to:</p> <ol style="list-style-type: none"> (1) design and make a one colour, pictorial print to communicate an idea on a topical issue. (2) design and execute a two-colour pictorial print on a given topic by using any of the print making processes.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 6 (CONT'D)</p> <p>PRINT MAKING</p>	<p>3.6.3 design and make a picture using serigraphic techniques.</p>	<p>Making a picture from serigraphy c. serigraphy Two main process i) stenciling 1. follow 1 and 2 of relief 2. cut off the printing or the positive area</p> <p>Discuss and apply knowledge of the procedures for serigraphic printmaking to produce a picture. <u>Theme/Topic/ Problems:</u> Refer to collage, mosaic, pyrography.etc.</p>	<p>Guide Students to:</p> <p>discuss and apply knowledge and skills of the procedures for serigraphic printmaking to produce a picture. discuss and apply knowledge and skills of the procedures for serigraphic printmaking to produce a picture.</p> <p>NB: Use demonstration, observation, digital content, experiential and participatory teaching and learning methods to ensure that students apply knowledge and skill in General Knowledge in Art e.g. creativity, drawing, the design and technology process, idea development, preliminary drawing, elements and principles of design etc. to perform task and solve problems through picture making.</p> <p>NB: Cut out stencils can also be placed under the mesh for printing.</p>	<p>Student to:</p> <p>design and print a picture in serigraphy to communicate an idea or message on topical issues of society</p>

SENIOR HIGH SCHOOL 3

SECTION 2

COMPOSING A PICTURE

General Objectives: The student will:

1. acquire the skills of organization, critical observation, objective representation in object and figure drawing.
2. apply the principles of organization, objective representation, and eye- to-hand co-ordination to picture making and other areas of their lives.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 COMPOSITION	<p>The student will be able to:</p> <p>2.1.1 explain the concept and purpose of composition.</p> <p>2.1.2 compose a picture using the elements and principles of design.</p> <p>2.1.3 compose a picture on a surface using different techniques.</p>	<p>Meaning and purpose of composition:</p> <p>Composition is the organization of elements of design guided by the principles of design in a given area into a picture.</p> <p>Composing a picture with the elements of design: Arrangement of elements e.g. shapes, lines, texture, dots etc. based on principles of design e.g. balance, contrast, variety etc. Composition on a surface by different elements and principles of design:</p> <p>- planning and arranging element of design e.g. shapes, forms</p> <p>composing a picture with different techniques - composing with the elements , principles, objects etc</p>	<p>Guide students to:</p> <p>discuss the meaning and purpose of composition in relation to elements and principles of design. NB: Assist students to relate their understanding to the arrangements or organization of visual elements in e.g. room, hall, church, car, store, park, dining hall or table, the body, farm etc.</p> <p>- discuss the concept "composition", tools, material, techniques and factors to consider.</p> <p>- organize elements of design to form a composition on a support using the principles as a guide.</p> <p>use illustration to describe the principles and procedure for composing a picture.</p> <p>use various techniques and principles in composition using one, two, three or more elements and principles of design, objects and figures.</p>	<p>Student to:</p> <p>explain and give examples of the meaning and purpose of composition.</p> <p>- make a composition by drawing, colouring, or cutting and pasting using elements and principles of design on appropriate support.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) COMPOSITION	The student will be able to:	<ul style="list-style-type: none"> - using appropriate tools, materials and techniques. Skills to be acquired: planning, designing, printing, drawing, cutting, pasting, scorching etc. <p><u>Considerations:</u> Proportion, background, middle ground, foreground, negative and positive areas, etc.</p> <ul style="list-style-type: none"> -composing with one, two or more elements and principles, based on topics, ideas, events, scenes etc. 	Guide students to; Compose realistic or abstract pictures based on ideas, events, topical issues, scenes etc. by using desired tools, materials and techniques. NB: Pay attention to skills to be acquired or developed e.g. drawing, creativity, planning, designing, composing, painting, scorching	Student to: (1) compose a picture with <ul style="list-style-type: none"> - objects - figures - plants and - animals (2) make a composition by: <ul style="list-style-type: none"> - cutting and pasting. - drawing and shading. (3) compose a realistic or abstract picture to satisfy a need based on events, topical issues, scenes from memory, imagination or observation.
UNIT 2 STILL LIFE Drawing/ Painting Objects by using the senses	2.2.1 use the senses to observe and draw an object directly and objectively.	Drawing of still life/plants directly using the senses Developing observational skills in drawing objectively: <ul style="list-style-type: none"> - using senses of seeing, hearing, touching, tasting, weighing, smelling, etc. - differentiate between shapes, sizes, etc. - physical eye-and-hand co-ordination - recording details and characteristics of an object 	Discuss and explain the role of the senses in developing perception and in drawing objectively. display an objects and use their senses to observe and understand the characteristics of the object. <ul style="list-style-type: none"> - draw/paint and display works for appreciation and appraisal. NB: Emphasis should be laid on perception objectivity and resemblance.	display works for appreciation and appraisal of one's and other work. <ul style="list-style-type: none"> - draw an object to satisfy and identifying need.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2 (CONT'D)</p> <p>STILL LIFE</p> <p>DRAWING AND PAINTING STILL LIFE COMPOSITION USING THE SENSES</p>	<p>The student will be able to:</p> <p>2.2.2 draw and paint a still life composition of objects through observation and perception (use of the senses).</p>	<p>Drawing a composition of still life objects.</p> <p>Required skills, procedure and application:</p> <ul style="list-style-type: none"> -using the senses to observe, -observing objects to develop senses of perception. -determining the nature of an object through observation and perception. -drawing an object directly and objectively, using the senses, eye-and-hand co-ordination. 	<p>Guide students to:</p> <ul style="list-style-type: none"> - discuss perception (senses) the senses and their role in observing, understanding and drawing an object realistically. - display and compose some objects and use their senses to observe and understand the characteristics of the objects. - draw and paint the true likeness of objects by applying skills and understanding in observation, perception, eye-and-hand co-ordination. - display their works and assess them through constructive criticism based on criteria such as: <ul style="list-style-type: none"> - craftsmanship - true likeness of object - originality <p>NB: Stress the application of the skill of being true to the object seen to other aspects of life; e.g. telling the truth, honesty making objective arguments, etc.</p>	<p>Students to:</p> <ul style="list-style-type: none"> make a direct still life drawing of man-made or natural objects by applying skills in observation, using the senses in objective drawing. - draw and paint a still life composition to satisfy an identified personal or societal need

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 LANDSCAPE (perspective)	Student will be able to: 2.3.1 explain the concept, scope and purpose of perspective.	Meaning, purpose and scope of perspective: -the art of drawing objects on a flat surface so as to create an illusion of distance -objects appear to be smaller and lose their characteristics as they recede from the observer's eye into the distance. The reverse occurs with advancing figures and objects. -perspective facilitates the drawing and making of pictures, objects or figures exactly as they appear to the observer's eye e.g. in landscape Drawing according to the concept and principles of linear and aerial perspectives: -foreground, middle and background , -vanishing point. -picture frame and plan -drawing by composition using the elements and principles of design. -below, at or above eye level	Guide students to: - discuss the concept, principles and purpose of perspective in drawing and picture making. NB: Demonstrate the various techniques and procedures for drawing according to aerial and linear perspectives. - observe and describe objects and scenes which portray perspective.	Students to: explain the concept and principles of vanishing point and linear perspectives, and support it with relevant illustrations. -draw pictures from imagination, memory, observation depicting the principle of perspective, e.g. vanishing point, horizon, advancing and receding objects.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3 (CONT'D)</p> <p>LANDSCAPE (perspective)</p>	<p>Student will be able to:</p> <p>2.3.1 explain the concept, scope and purpose of perspective.</p>	<p>Types of perspective;</p> <p>1. Linear: This is the behavior of lines in space</p> <ul style="list-style-type: none"> • parallel/ one point, (all parallel line converge at a point called the vanishing point-VP) • angular/ two point perspective, (all parallel lines that meet at right angle converge at separate vanishing points hence the two point perspective) etc <p>2. Aerial/colours/ tones/ perspective; This is the behaviour of colour/ tones over space. Nearer objects are brighter, clearer than those far away.</p> <ul style="list-style-type: none"> - perspective helps to create an illusion of distance in a picture etc <p>Applying the principle of perspective to drawing.</p> <ul style="list-style-type: none"> - one-point perspective. - two-point perspectives. 		

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) PERSPECTIVE DRAWING	<p>Student will be able to:</p> <p>2.3.2 draw an object in one-point and two-point, three-point perspectives.</p> <p>2.3.3 draw and paint outdoor scenes(landscape or seascape) through observation.</p> <p>2.3.4 draw and paint a picture from memory or imagination using the principles of perspective.</p>	<p>Applying the principle of perspective to drawing.</p> <ul style="list-style-type: none"> - one-point perspective. - two-point perspectives. <p>NB- objects which are nearer to the viewer appear bigger, taller, wider, etc. than those that are far away in the picture plane.</p> <p>One-point, two-point, three-point perspectives.</p> <p>Consideration:</p> <ul style="list-style-type: none"> - Eye levels. (i.e. eye level, below eye level and above eye level) - Vanishing points. - Foreground and background, etc. <p>Outdoor(landscape/seascape) drawing and painting</p> <ul style="list-style-type: none"> - viewing/observing scenes and drawing and painting according to perspective. <p>Pictorial drawing and painting from Memory <u>or</u> imagination according to principles perspective.</p> <ul style="list-style-type: none"> - Pictures based on themes, topics, issues to satisfy, individual, community and national needs. 	<p>Guide students to:</p> <ul style="list-style-type: none"> - discuss the rules for drawing an object (box) in one-point and two-point perspectives using examples and observations from pictures and the environment. NB: Assist students in their discussions. - review the meaning of perspectives, and describe the principles and the types of perspectives using illustrations. - draw a box in one-point and two-point perspectives. <p>demonstrate how to draw in one point and two point perspectives to students.</p> <ul style="list-style-type: none"> - observe sceneries such as seascapes, landscapes, rivers, trees, mountains, village scenes, city scenes etc to apply the concept of perspective. <p>develop their outdoors sketches into landscape paintings.</p> <p>NB: help students to see that parallel lines above the eye-level move down towards the eye-level line, while parallel line below the eye-level line move upwards to converge at the vanishing point .Assist students to prepare and use view finders to locate and determine scenes.</p> <ul style="list-style-type: none"> -discuss and review lessons on drawing and painting objects and scenes according to perspectives - draw and paint a picture from memory or imagination to satisfy a personal need. 	<p>Students to:</p> <ul style="list-style-type: none"> - to explain meaning, principles and types of perspective. - draw three open boxes/cylinders at eye level, above eye level, and below eye level in - one-point perspective - two-point perspective. <p>Observe and paint a scene to satisfy a community need.</p> <p>Compose, draw and paint a picture according to the principles of perspectives to satisfy a need in the community using appropriate tools, materials and techniques.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 4</p> <p>FIGURE</p> <p>Human and Animal figures</p>	<p>The student will be able to:</p> <p>2.4.1 observe and draw figures proportionately.</p> <p>2.4.2 draw figures and animals from observation and study.</p>	<p>Drawing figure proportionately</p> <p>Drawing of the figure proportionately.</p> <ul style="list-style-type: none"> - the head as a measure - head lengths in an adult's body. - head lengths in a child's body. - using the pencil as a measuring tool – for comparing the head and other parts of the figure e.g. arm, head, leg, chest, etc. <p>Drawing figures and animals from observation and study</p> <p>Drawing full figures in different views and postures.</p> <p>Drawing of parts of figure: -</p> <ul style="list-style-type: none"> -the head, face and bust in relation to each other in different positions, views and postures etc. <p>Outline drawing of parts e.g. head, face from observational study etc.</p> <p>Required skills and applications:</p> <ul style="list-style-type: none"> -observing and drawing parts of a figure proportionately <p>drawing figures to portray postures, actions, views correctly.</p>	<p>Guide students to:</p> <ul style="list-style-type: none"> - observe the human figure closely and discuss the proportion of the head to an adult body. <p>identify the difference between the proportion of adult's head and that of a child in relation to their respective bodies through drawing.</p> <p>NOTE: The use of a model might be appropriate if available.</p> <ul style="list-style-type: none"> - observe, identify and draw human and animal figures using the pencil to compare the head and other parts of the body to achieve proportion. <p>observe figures and use head length to measure the parts. Determine how they relate to each other proportionately.</p> <ul style="list-style-type: none"> -observe, study and draw -whole figures in outline showing different, views, (postures and actions) -the head, face and parts from different views compare the length of the foot to the length of the lower and upper legs. 	<p>Student to;</p> <ul style="list-style-type: none"> - measure and compare parts of the body to the head through practical exercises and present a report. -compare the heads of their friends in class to the respective bodies. - draw <ul style="list-style-type: none"> i. adult's figure ii. friend's figures. iii. domestic animals. <p>(1) measure, compare and determine how many head lengths go into the full figure and parts of a:</p> <ul style="list-style-type: none"> -nursery child -primary school pupil -friend at the JSS and -SHS -teacher / parent <p>(2) observe and draw proportionately</p> <ul style="list-style-type: none"> -head/face and bust in two different views -A full figure in two different postures.

SENIOR HIGH SCHOOL 3

SECTION 3 ILLUSTRATION

General Objectives: The student will:

1. acquire the skills of interpreting visually various ideas, stories, feelings, emotions etc.
2. develop proficiency in expressing and communicating ideas, topics, stories and feelings through illustration, that will promote education towards the development of society.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MEANING AND SCOPE OF ILLUSTRATION	The student will be able to: 3.1.1 explain the concept, scope and purpose of illustration.	Meaning and scope of illustration: - Definition, scope and purpose of illustration. - Illustration refers to any pictorial element that explains, enhances and meaning to the written part of a printed work such as a book. This may be a drawing, painting, photograph, maps, charts, diagrams, etc.	Guide students to: discuss the definition, purpose and scope of illustration with examples. -design and make suitable pictorial illustrations/compositions by drawing, painting, cutting, pasting or printmaking etc.	Students to: explain the importance of illustration by written test, drawing or painting.
UNIT 2 PURPOSE AND QUALITIES OF ILLUSTRATION	3.1.2 explain the purpose and qualities of illustrations.	Purpose and qualities. It must: - educate - entertain - inform - be functional and aesthetic - relate to the text topic, theme, issue, etc - be well composed in terms of the elements and principles of design	discuss the purpose and qualities of illustrations as stated in the content. -discuss how illustration can be used to convey or communicate topical issues of society e.g. ignorance, disease, poverty, environmental degradation, conflict resolution, child and women abuse, HIV/AIDS, quality education, etc.	- use examples to explain by writing the purpose and qualities of illustrations.
UNIT 3 ILLUSTRATION TECHNIQUES	3.1.3 use and explore illustration Techniques appropriately.	Exploring techniques in illustration; - simple line drawing - detailed and shaded drawing in black and white - detailed painted illustration - stippling - hatching - cross hatching - silhouette - pen and wash, etc	Guide students to: - explore, experiment and make illustrations using the techniques in the content column.	Students to: illustrate stories on social issues such as; - civic responsibility - child abuse child labour

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3 (CONT'D)</p> <p>ILLUSTRATION TECHNIQUES</p>	<p>The student will be able to:</p> <p>3.1.4 illustrate pictures to communicate according to briefs specification or text using appropriate tool and materials.</p> <p>3.1.5 illustrate to express and communicate ideas, events and themes visually using appropriate tools, techniques and materials.</p>	<p>illustration and expression through communication.</p> <p>illustration by:</p> <ul style="list-style-type: none"> - drawing and painting - cutting and pasting - print making <p>Types</p> <ul style="list-style-type: none"> - book illustration - cartoons - fashion illustration <p>Illustrate to express and communicate visually.</p> <ul style="list-style-type: none"> -Illustration for self expression entertainment, socio-economic significance etc. - using appropriate tools, materials, techniques in drawing, painting, print-making, composing, scorching, cutting and pasting etc. to express and communicate events, ideas, films, etc. - Relevance of illustration to themes such as HIV/AIDS, STDs, drug abuse, road safety, maintenance culture, gender parity and development, population and family life education, psychosocial skills, human rights sustainable development, value-based Water-education, disaster management, female genital mutilation, 	<p>review the topic on tools materials and techniques for drawing, illustration, painting, printing, collage, mosaic etc.</p> <p>NB: Demonstrate appropriate and required techniques for various types of illustration.</p> <p>discuss and interpret visually various ideas, stories, illustration briefs, societal issues for self expression and communication through illustration</p> <p>Students to express and communicate through illustration, ideas, topics, stories and feelings that will promote education and development of society.</p> <p>-explore other materials and techniques of making illustration.</p> <p>-illustrate to sensitize the community on indigenous and contemporary socio-economic issues.</p> <p>NB: Students must be guided to use computer for drawing illustration and painting.</p>	<p>apply appropriate skills, media and tools to illustrate pictures according to specification, brief, text, topics and ideas using</p> <ul style="list-style-type: none"> -pen and wash -shaded black and white drawing -full colour painting -outline drawing, etc. <p>-illustrate specific themes in three different media for community sensitization on development issues e.g. HIV/AIDS showing what it is; how it is contracted and signs and symptoms; prevention; effects and dealing with PLWA (People Living with Aids).</p>

		promoting sustainable development etc.		
--	--	--	--	--

SENIOR HIGH SCHOOL 3

SECTION 4

DIGITAL PAINTING

General Objectives: The student will:

1. acquire and practice concepts and principles in digital painting.
2. appraise the software available in the sector.
3. compose pictures digitally .

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 IMPORTANCE OF MURALS	<p>The student will be able to:</p> <p>1.1.1 explain the concept and socio-economic significance of mural painting.</p> <p>1.1.2 create a picture in murals by exploring a variety of media and ideas.</p>	<p>Meaning and socio-economic significance of murals. Mural is a painting on a wall. It is usually large picture painted directly onto an interior or exterior of walls. Socio-economic significance of mural.</p> <ul style="list-style-type: none"> -education -decoration -recording ideas (historical) -entertainment -self-employment -paid-employment -self-expression/creativity -visual communication -promotion of culture. <p>Creating a picture in mural through exploration of :</p> <ul style="list-style-type: none"> -various media from e.g. plant, minerals and animal sources. - ideas from natural man-made environment, topics, events of cultural, social and educational significance. 	<p>Guide students to:</p> <p>Brainstorm and discuss the meaning of mural painting.</p> <p>discuss the socio-economic significance of mural.</p> <ul style="list-style-type: none"> -suggest and explain themes on social struggle, health, culture, education, agriculture, morality, industry e.g. mural should be in public places such as hospitals and shopping malls educating society on HIV/AIDS, dangers of pre-marital sex (teenage) or any other issues of relevance to the community. <ul style="list-style-type: none"> - discuss importance of mural. - techniques of creating mural. - discuss how Ghanaian artists can make a living by painting murals on public buildings, halls of residence, in hotels, schools, conference halls etc. - explore other sources of tools and materials for mural. - prepare surfaces for mural painting. - create mural paintings based on Ghanaian colour concepts. 	<p>Student to;</p> <p>Interview and prepare a short report for class discussion on the views of students, artists and some people in the community about the socio-economic importance of mural painting.</p> <p>Design and create a picture in murals, individually or in groups to satisfy the need of an area in the school or community.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D)	<p>The student will be able to:</p> <p>1.1.3 make a mural painting individually and as a group to reflect on themes, issues and the environment.</p>	<p>Mural painting in groups or individually</p> <p>Scope and purpose of mural painting</p> <ul style="list-style-type: none"> - As a painting on walls at private and public places to: educate, advertise, inform and promote solidarity <p>Qualities:</p> <ul style="list-style-type: none"> - Depicting themes, topics, issues, ideas, etc of the environment / society <p><u>Theme/topics:</u></p> <ul style="list-style-type: none"> - issues of educational, social, economic, religious, political and cultural significance <p>Places:</p> <ul style="list-style-type: none"> - public or private e.g. classroom, library, church community center, hospital, palace etc. <p>Tools: and Materials</p> <ul style="list-style-type: none"> - brush, scraper, palette measuring tool oil, water, proof paint, glue, turpentine etc <p>Preparation of surface</p> <ul style="list-style-type: none"> - sizing and priming of ground: - scraping, sand papering, coating and sealing of cracks and holes on wall surface with glue. - applying coats of emulsion paint, <p>Finishing</p> <ul style="list-style-type: none"> - should be finished matt (not glossy). 	<p>Guide students to:</p> <p>discuss the purpose and qualities of mural painting as a group or individual and places they could be executed.</p> <p>identify and discuss various issues, topics that can be developed and adopted to suit various mural paintings</p> <p>NB: Demonstrate and guide students through the procedure of planning, composing, priming executing and finishing a mural painting at a required place.</p> <p>Generate and develop original ideas based on topical issues, compose and execute murals individually or in groups at the school community, hospital, library, etc.</p> <p>- discuss and develop criteria and procedure to appreciate their own others work</p>	<p>Students to:</p> <p>(1) explain the purpose and qualities of mural painting.</p> <p>(2) design and make a mural painting, individually or in groups to satisfy an identifiable need.</p> <p>(3) make mural painting at selected places to reflect the environment.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>FRESCO PAINTING</p>	<p>The student will be able to:</p> <p>1.2.1 explain the concept, types and process of fresco painting.</p> <p>1.2.2 describe fresco painting procedure.</p>	<p>Meaning, types and process of Fresco painting.</p> <p>Fresco (Italian- fresh), method, or art of painting with pigment on plaster, while the plaster is still wet or fresh.</p> <p>Two main types of fresco, -true fresco (buon fresco) -fresco secco</p> <p>Procedure for fresco painting. Buon Fresco - procedure (Pigment applied to the top layers of plaster); -painter transfers a sketch (cartoon) to the penultimate layer of plaster.</p> <p>-outlines of the figures and forms transferred are reinforced with dark water based pigment,</p> <p>-plaster is laid over the transferred sketch in small sections and colour applied to the wet plaster. This process is repeated until the whole painting is completed.</p> <p>-the lime in the plaster reacts chemically with the carbonate as the plaster dries.</p> <p>-the compound forms a film over the colours and the plaster, making them part of the wall surface and giving the colours an unusual clarity.</p> <p>-the colours are usually thin, translucent and light, often with a chalky look.</p>	<p>Guide students to:</p> <p>Discuss the meaning, types and process of fresco painting:</p> <ul style="list-style-type: none"> - true fresco (buon fresco) - fresco secco <p>discuss and describe the various fresco painting procedures.</p> <p>NB: Demonstrate the fresco painting procedure and also use digital content (if possible) and other audio-visual aid to treat the topic.</p>	<p>Student to:</p> <p>describe systematically, the painting procedures of fresco painting.</p> <p>Library work; Research and list names and fresco paintings of some of the past masters.</p> <p>Project - Conduct a research (in groups or individually) with reference to the internet, experts and library materials and write a short essay on:</p> <ol style="list-style-type: none"> (a) the meaning and types of fresco (b) the procedure, tools and materials for fresco painting. (c) differences and similarities between fresco, mural, mosaic, and panel painting. (d) plan, organize, and paint a picture in fresco at place in the community

		-Fresco secco(dry Fresco)- painting executed on dry plaster.		
--	--	---	--	--

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 FRIEZE	<p>The student will be able to:</p> <p>1.3.1 explain the concept – frieze.</p> <p>1.3.2 plan and prepare surfaces for frieze works.</p> <p>1.3.3 design and executive frieze work through exploration.</p>	<p>Meaning of frieze. Originally, a narrow band of relief sculpture that usually occupies the space above the columns of a classical building. In recent times, referred to paintings done on the narrow horizontal strip of wall between the window and the roof.</p> <p>Planning frieze work , collection of tools, materials and themes: - designing (preliminary designing) - developing themes and ideas. - preparation of surface with appropriate tools, materials and techniques for frieze work.</p> <p>Designing and executing frieze work through exploration: -designing, developing ideas and translating them into visual forms.</p> <p>Exploration and experimentation of alternative sources of tools materials and techniques for frieze works.</p>	<p>Guide students to:</p> <p>Discuss the meaning of frieze with examples identifying where they could be executed in their environment</p> <p>collect tools, materials and themes for frieze works.</p> <p>-discuss various ideas, themes etc. and make preliminary designs for frieze works. -prepare suitable surfaces with appropriate tools, materials and techniques.</p> <p>-draw and execute frieze work based on selected socio-economic themes through exploration.</p> <p>explore and experiment with other materials and techniques for making frieze works.</p>	<p>Student to:</p> <p>-describe the processes involved in planning and preparing frieze works.</p> <p>-design and create frieze works to educate/inform/entertain Ghanaians on any (important) socio-economic issue using variety of materials from the environment such as fabric, paper, tree bark, feather, shell, seeds, skin, etc.</p> <p>-make frieze work from other sources of material and technique through exploration.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 4</p> <p>PANEL PAINTING</p>	<p>The student will be able to:</p> <p>1.4.1 design and paint a picture on panel according to procedure and through exploration.</p>	<p>Panel painting by procedure and exploration: Wooden board (often fix onto a wall) used as a surface for painting. Paintings can be done either before or after it has been fixed onto a wall</p> <p>Processes/Procedure</p> <ul style="list-style-type: none"> - Sanding - Sizing - Priming - Transfer of sketches(cartoons) - Application of pigment 	<p>Guide students to:</p> <ul style="list-style-type: none"> -discuss the meaning of panel painting. -discuss the various procedures for panel painting. - explore other materials and techniques. 	<p>Student to:</p> <p>design and paint a panel picture to satisfy an identifying need of his/her school.</p> <p>NB: painting should not be exposed to direct sunlight, intense heat or rain to ensure durability.</p>

SENIOR HIGH SCHOOL 4

SECTION 2

HISTORY OF PAINTING

General Objectives: The student will:

1. interpret paintings of the various art periods.
2. understand and apply the principles of perspective, chiaroscuro, sfumato, contraposto etc into their works.
3. develop their own styles of making pictures

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 CAVE PAINTING	The student will be able to: 2.1.1 analyse cave paintings in terms of rationale, characteristics and contributions.	Analyses cave paintings in terms of: (a) Cause(s)/Rationale for cave painting (b) Need for survival <ul style="list-style-type: none"> - Food - Clothing - Tools - Protection (c) Characteristics <ul style="list-style-type: none"> - Sympathetic magic - Drawing/paintings/engravings, superposition, juxtaposition/superposition. etc (d) Contributions <ul style="list-style-type: none"> - Development of tools and materials - Record of history, etc - Egyptian art - Greek/Roman art - Medieval art 	Guide students to: discuss the rational characteristics and contributions of cave painting. <ul style="list-style-type: none"> - explain the cause and rationale, - describe the characteristics of cave painting - relate and discuss cave with contemporary painting 	Student to: explain the rationale for cave painting. <ul style="list-style-type: none"> - conduct a research with reference to internet, and books and present a hard and soft copy report on the social and religious importance and contributions of cave painting to society

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 ANCIENT PAINTING	The student will be able to: 2.1.2 compare the characteristics of the different eras of ancient paintings.	Characteristics of ancient paintings	Guide students to: discuss the various ancient periods under the following themes <ul style="list-style-type: none"> - immediate cause - date - major characteristics - exponent - works/titles contribution to the development of art, etc.	Students to: make note on the various ancient eras using the format provided under teaching/learning activities. -compare and state the differences or similarities of ancient paintings -explain the contributions of ancient painting to modern society
UNIT 3 RENAISSANCE PAINTING	3.3.1 compose a picture using ideas, techniques and principles of renaissance.	Using ideas, techniques and principles from renaissance to paint. Renaissance -meaning <ul style="list-style-type: none"> - Low - High 	Discuss and illustrate some of the principles introduced during this period, eg perspective, chiaroscuro, sfumato, contraposto etc	compare and contrast the nature, characteristics, works, personalities etc. of the various periods, movements, styles, etc. produce pictures to depict some of the eras.
UNIT 4 MODERN/POST MODERN PAINTING	3.4.1 compose and paint a picture using some styles from modern art movement. 3.4.2 list and discuss characteristics involved in some postmodern movements.	Painting with some styles from modern art movement <ul style="list-style-type: none"> - Impressionism - Expressionism - Cubism - Fauvism - Dadaism - surrealism - Abstract art, etc - Performance - Happenings - New realism - Installation - Video art, etc. 	Discuss some of the style adopted during modern painting, eg- <ul style="list-style-type: none"> - use of bright colours - exaggeration - stylization etc and incorporate some of these styles into their work for class exhibition NB Stress the influence of information technology o the postmodern paintings.	Compose and paint pictures to depict some of the movements

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 5</p> <p>INDIGENOUS IDEAS AND FORMS OF PICTURE MAKING</p>	<p>The student will be able to:</p> <p>Compose and make a picture using indigenous ideas, symbols, techniques and styles for a purpose.</p>	<p>Making pictures with indigenous ideas, symbols, techniques and styles e.g.</p> <ul style="list-style-type: none"> - body art -asofo flag -murals on walls as in practised in Sirigu-Northern Ghana. -glass painting -mosaic e.g. Hall of Bank of Ghana and community centre in Accra. -painting and pictures of boats, cars, offices, canoes, places of worship etc -pictorial batik -calabash and ceramics painting . 	<p>Guide students to:</p> <p>discuss indigenous art in terms of ideas, symbols, types, styles, cultural and religious values.</p> <p>derive ideas from indigenous symbols and art forms to compose and make pictures using appropriate techniques, tools and materials.</p> <p>discuss and develop criteria or steps for appreciation and evaluation.</p> <p>Display, appreciate and evaluate their own and others work according to criteria.</p> <p>NB: Assist students to apply knowledge and skills on African and Ghanaian art acquired from the General Knowledge in Art.</p>	<p>Students to:</p> <p>find out for more information about glass painting and decoration from the internet, practitioners and books for class discussion.</p> <p>plan and compose a picture for a purpose depicting indigenous ideas, symbolism, national and topical issues for a cultural exhibition.</p>

SENIOR HIGH SCHOOL 4

SECTION 3

EXHIBITION AND ENTREPRENEURSHIP

General Objectives: The student will:

1. understand and apply knowledge and skills in entrepreneurship and picture making to develop a business plan.
2. to develop the skills, attitude and the interest to build a personal portfolio of works.
3. to apply the knowledge and skills in exhibition to participate willingly in organizing and mounting one.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>BUILDING A PORTFOLIO</p>	<p>The student will be able to:</p> <p>3.1.1 to build up a hard and soft copy portfolio or works for exhibition.</p>	<p><u>Hard and Soft copy portfolio or works.</u> Portfolio- a collection of creative works Building a portfolio:</p> <ul style="list-style-type: none"> - Selection of best works - Finishing of work- eg framing, vanishing, fixing, back boarding, retouching, etc. - Preparing brochure; i.e. the artist statement, appraisal from referees, etc. - Using digital content(ICT) to store works on CD's, DVD's, pen drives, etc. 	<p>Guide students to:</p> <p>build up and select appropriate portfolios for their exhibition. NB: Assist students to organize a power point presentation of their works.</p>	<p>Student to:</p> <p>PROJECT Prepare a portfolio of a hard and soft copy of works and present for simulated job seeking interview.</p>
<p>UNIT 2</p> <p>EXHIBITIONS</p>	<p>3.1.2 organize mini-exhibition in their school using their works.</p>	<p><u>Organizing and mounting exhibition.</u> The public display of art works for a limited period of time in order to attract viewers and buyers.</p> <p>Importance of exhibition</p> <ul style="list-style-type: none"> - Helps to advertise the artifact - Promote the artist - Promote sale of the artifact etc <p>How to organize exhibition</p> <ul style="list-style-type: none"> - Building a suitable portfolio - Finishing - Preparing the brochure - Selection of venue, etc. 	<p>discuss the meaning and procedure for organizing exhibition.</p> <p>discuss and organize a class exhibition for their works. NB: Students must apply their understanding and skills in exhibition from General Knowledge in Art.</p>	<p>plan and organize a class exhibition using their works. Invite the following: Headmaster/mistress as the special guest of honour, PTA, students, teachers and others as observers.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3</p> <p>ENTREPRE-NEURAL SKILLS IN PRACTISE</p> <p>Costing and pricing of works.</p> <p>Mounting exhibition</p>	<p>The student will be able to:</p> <p>1.3.1 cost and price works produced.</p> <p>1.3.1 plan and mount exhibition of works produced.</p>	<p>Costing and pricing of works.</p> <p>1. direct cost</p> <ul style="list-style-type: none"> • Cost of raw material • Cost of transporting raw materials/finished works • Cost of labour (this may include consultancy where necessary). <p>2. overhead cost</p> <ul style="list-style-type: none"> • Cost of utilities e.g. electricity, water, rent, etc. <p>3. market survey (this involves the current value of works in the market depending on demand and supply).</p> <p>4. profit (take into account compensation for the artist's skill, time, etc.</p> <p>-Packaging/Transporting of works -Preparing the exhibition venue -Publicity/advertisement -mounting of exhibit; consider</p> <ul style="list-style-type: none"> - eye level - colour scheme and balance - ensure effective light and ventilation - size and height - create free movement for viewing - visitors book, etc. <p>-general layout or space arrangement of works Opening/ closing procedures; -opening address by special guest -conducting guests round to explain works -dismantling of works -departure, etc.</p>	<p>Guide students to:</p> <p>discuss costing and pricing procedures.</p> <p>NB: Assist students to demonstrate in practical and observable terms application of knowledge and skills in entrepreneurship from General Knowledge in Art to practise picture making in:</p> <p>-in setting up costing and pricing, marketing, managing etc.</p> <p>-suggested teaching and learning methods, simulation, experiential, role-play, future's wheel, value clarification, field trip, exhibition, seminar etc.</p> <p>discuss planning and mounting procedures.</p> <p>mount their works for the class exhibition.</p>	<p>Student to:</p> <p>cost and price works produce in class.</p> <p>write a comprehensive report about the exhibition to cover weaknesses, strengths, opportunities and way forward.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3 (CONT'D)</p> <p>ENTREPRE-NEURAL SKILLS IN PRACTISE</p> <p>Business Plan</p>	<p>The student will be able to:</p> <p>3.3.3 prepare a business plan for picture making.</p>	<p>Preparing a business plan for picture making.</p> <p>Meaning an purpose. - It is document that indicates what one intends doing, how and when one intends doing it.</p> <p>Purpose- as a plan, it:</p> <ul style="list-style-type: none"> - controls the direction of the enterprise -useful for monitoring and evaluating the way or how the business/ enterprise should go. -useful as collateral or security to seek loan or financial assistance etc. <p><u>Key points in preparing a business plan</u></p> <ul style="list-style-type: none"> - executive summary. -name and address of business/ enterprise identification of need to satisfy -.establish what you want to achieve or do. -find out or research from past solutions to similar problems. -analyse the industry or market where you can operate e.g. potential customers, competitors, etc. -pick the best solution. -describe the enterprise or business(products, services, background of the entrepreneur -describe production activity e.g. designing and making process, machines, sources of raw material, location of enterprise, etc. -marketing activities e.g. customers, pricing, distribution, promotion, advertising, etc. - organsation e.g. background of managers and their duties, etc. -financial plan e.g. capital requirements, potential profits, cash flow, sources of funds. 	<p>Guide students to:</p>	<p>Student to:</p>

