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ADVANCED SECONDARY CURRICULUM



ART & DESIGN SYLLABUS



NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE

2025

**ADVANCED SECONDARY
CURRICULUM**

**ART & DESIGN
SYLLABUS**

2025



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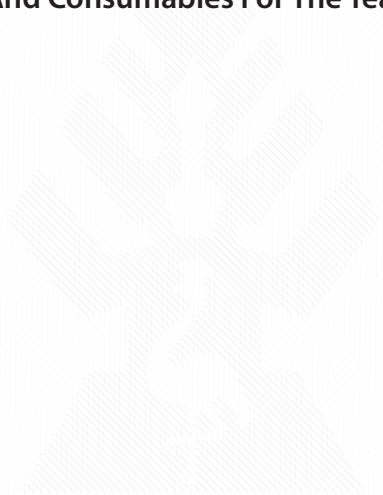
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FOREWORD

The Ministry of Education and Sports, through the National Curriculum Development Centre (NCDC), aligned the Advanced Level Curriculum with the competency-based Lower Secondary Curriculum (LSC) to ensure a smooth learner transition from lower secondary to advanced level.

The two-year aligned Advanced Level Curriculum adopted learner-centered approaches, inquiry-based, and discovery methods. The learning outcomes give the learner hands-on experiences in real-life situations while being cognizant of different learner abilities and learning styles. The syllabus focuses on assessment for learning with emphasis on criterion-referenced assessment. It further provides learners with the opportunity to enhance the 21st-century skills and values that were acquired at the lower secondary level.

The Art and Design Syllabus is one of the 29 Advanced Level syllabi. It is designed to prepare learners for skills and career development for livelihood and to enable them to make a positive contribution to the development of Uganda, and the world at large. It aims to equip the learner with a deeper understanding of the content, and investigative skills of visual design in greater depth and breadth, in addition to new concepts and perceptions in Art and Design. It promotes higher-order thinking skills (HOTS) such as inquiry, creativity and innovation, decision-making, and critical thinking. The broad aim is to facilitate learner decision-making and problem-solving of everyday socio-economic challenges.

As the Minister responsible for the provision of education, I, endorse this syllabus as the official document for teaching and learning Art and Design at the Advanced Level of secondary education in Uganda.



Hon. Janet Kataaha Museveni

First Lady and Minister of Education & Sports

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NCDC is also grateful to Members of Parliament, schools, universities, and other tertiary institutions, the writing panels, and professional bodies, for their input in the design and development of the Adapted A level curriculum. To all those who worked behind the scenes to finalise the adaptation process of this teaching syllabus, your efforts are invaluable.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O Box 7002, Kampala, or Email: admin@ncdc.go.ug or on the Website: www.ncdc.go.ug



Dr Grace K. Baguma
Director

National Curriculum Development Centre



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1.0 INTRODUCTION

The Advanced Secondary Curriculum has been aligned with the Lower Secondary competency-based model for ease of progression of learners from the Lower to Advanced Secondary Level. The alignment is a result of the analysis of the Advanced Level Curriculum published in 2013, to determine whether the content is:

- i) appropriate.
- ii) high-pitched or overloaded.
- iii) covered at lower secondary.
- iv) obsolete.
- v) repeated in different topics and redundant.

The results from the curriculum analysis revealed that there were overlaps of concepts with what was covered at the Lower Secondary, as well as concepts within different topics of the same subject. In addition, a number of syllabuses had content that is no longer necessary for today's contemporary society and the 21st century.

1.1 Changes in the Curriculum

The alignment of the A-Level Curriculum to that of the Lower Secondary led to changes in the pedagogies of learning from a knowledge- and objective-based, to an integrated and learner-centred competency-based approach. The adapted syllabus, therefore, is a result of rationalising, integrating, and merging content with overlaps and similar skills, dropping topics that had been studied at Lower Secondary, or are no longer critical and relevant for the current learning needs, while upgrading those that were of low competencies to match with the advanced level. The programme planner details the learning progression derived from the learning outcomes. The detailed syllabus section unfolds the learning experiences with corresponding assessment strategies.

This Art and Design syllabus is part of the Advanced Secondary Curriculum. The teacher is encouraged to read the whole syllabus before planning your teaching programme, since many topics have been merged, upgraded, or removed. While aligning this syllabus, efforts were made to ensure a smooth progression of concepts from the Lower Secondary Level, adapting topics and content with familiar features that are of value to the learner and society. In addition, the process of developing this syllabus document removed what was considered obsolete, high pitched as well as content overlaps and overloads.

1.2 Classroom-based Assessment

This syllabus requires classroom learning to be experiential, through the suggested learning activities for the acquisition of the learning outcomes. This is the gist of a learner-centred and activity-based approach to learning, which emphasises the acquisition of required competencies. Formative assessment in Art and Design will focus on the acquisition of knowledge and skills, through performance of the learning activities. The learning activities sprout from the learning outcomes, which are evidenced by acquiring and demonstrating the application of the desired skills, to show that learning has taken place. The sample assessment strategies have been provided to guide the teacher on classroom-based assessment. The teacher can develop more assessment strategies based on the same principles of observation, conversation, and product, for the acquisition of the desired knowledge, skills, values, and attitudes. (See detailed syllabus)

1.3 Learners with Special Educational Needs

The Advanced Secondary Curriculum is designed to empower all learners, including those with Special Educational Needs (SEN), to reach their full potential and contribute meaningfully to the nation. By incorporating inclusive strategies, the curriculum ensures equitable access to high-quality learning opportunities, while maintaining high academic standards. It emphasises creating an inclusive learning environment that supports the diverse needs of learners with SEN, enabling them to succeed alongside their peers.



1.4 Generic Skills

Generic skills are embedded within all subjects and are essential for learning and workforce readiness. These skills enable learners to engage with the entire curriculum effectively and prepare them for lifelong learning. These skills equip learners with the ability to adapt to change and navigate life's challenges in the 21st century.

The key generic skills include:

1

Critical thinking and problem-solving

- i) Planning and carrying out investigations
- ii) Sorting and analysing information
- iii) Identifying problems and proposing solutions
- iv) Predicting outcomes and making reasoned decisions
- v) Evaluating different solutions

Co-operation and Self-Directed Learning

- i) Working effectively in diverse teams
- ii) Interacting effectively with others
- iii) Taking responsibility for own learning
- iv) Working independently with persistence
- v) Managing goals and time

2

3

Creativity and Innovation

- i) Using imaginations to explore possibilities
- ii) Working with others to generate ideas
- iii) Suggesting and developing new solutions
- iv) Experimenting with innovative alternatives
- v) Looking for patterns and making generalisation

Communication

- i) Listening attentively and with comprehension
- ii) Talking confidently and explaining ideas/opinions clearly
- iii) Reading accurately and fluently
- iv) Writing and presenting information coherently
- v) Using a range of media to communicate ideas

4

5

Mathematical Computation

- i) Using numbers and measurements accurately
- ii) Interpreting and interrogating mathematical data
- iii) Using mathematics to justify and support decisions

Information and Communication Technology (ICT) Proficiency

- i) Using technology to create, manipulate and process information
- ii) Using technology to collaborate, communicate and refine work

6

7

Diversity and Multicultural Skills

- i) Appreciate cultural diversity
- ii) Respectfully responding to people of all cultures
- iii) Respecting positive cultural practices
- iv) Appreciating ethnicity as a cradle for creativity and innovation

1.5 Cross-cutting Issues

These are issues which young people need to learn about, and are not confined to a particular subject but are studied across subjects. They help learners to develop an understanding of the connections between the subjects and the complexities of life as a whole. They are:

- i) Environmental awareness
- ii) Health awareness
- iii) Life skills
- iv) Mixed abilities and involvement
- v) Socio-economic challenges
- vi) Citizenship and patriotism

These are a concern to all mankind, irrespective of their areas of speciality. They are infused in the different learning outcomes of the different subjects.

1.6 Values

The curriculum is based on a clear set of values. These values underpin the whole curriculum and the work of schools. Learners need to base themselves on these values as citizens of Uganda. These values are derived from Uganda's National Ethical Values Policy (2013). They are:

- i) Respect for humanity and the environment
- ii) Honesty, upholding and defending the truth at all times
- iii) Justice and fairness in dealing with others
- iv) Hard work for self-reliance
- v) Integrity; moral uprightness and sound character
- vi) Creativity and innovation
- vii) Social responsibility
- viii) Social harmony
- ix) National unity
- x) National consciousness and patriotism

These are not taught directly in lessons, nor are they assessed by pen and paper. However, they are incorporated into some learning outcomes and are developed as learners progress.

1.7 ICT Integration

The integration of ICTs into teaching and learning is strongly encouraged in this A-level adapted curriculum. ICT enhances the implementation of competency-based learning by fostering learner engagement, creativity, and lifelong learning. Teachers are encouraged to use technology to create interactive content, such as digital simulations and videos, to illustrate abstract or complex concepts effectively. Integrating ICT not only enhances the learning experience but also equips learners with essential digital skills for the 21st century.

ICT teachers should endeavour to assist other subject teachers in making the ICT integration process a reality. The table below shows a sample of suggested ICT tools that may be applied to given tasks.

Sample Task in the Syllabus	Suggested ICT Tool
Fieldwork	Use of cameras to take photos and record videos
Locate places on a map	Use digital maps such as Google Maps or an equivalent application.
Presentation in class	Use presentation applications or online presentation tools like Canva
Search for keywords and meanings	Use an online dictionary or search online
Make drawing/graphics	Use drawing tools like Draw.io or publishing software/Word processor
Roleplay, narrations	Use audio and video recordings
Demonstrations	Use audio/video recordings, models, simulations, or virtual labs
Analyse and present data	Use spreadsheet software or any other analytics tools
Group discussions	Mind mapping software
Search for extra reading materials	Download files from the Internet from academic Databases
Writing equations and formulae	Use equation editors like MathType
Carry out academic search/research	Use the Internet, AI models, and other academic applications like "Encarta", "Britannica", etc.
Collaborate with others across the world	Form learning networks with blogs, social media, emails, and videoconferencing tools like Zoom, MS Teams, Webex, Google Meet or any other networking application.

1.8 Projects

Projects and project-based learning are part and parcel of learning in the 21st century. In Art and Design, the learner will be required to undertake two projects in the course of study, one in Senior Five and the second in Senior Six. This project will promote academic research and the development of both the creative and analytical processes based on a theme or subject of the learner's choice. Teachers are encouraged to guide learners to engage in projects that can easily be linked to what is happening in their local environment. Innovating and creating artworks will give the learner an opportunity to engage in personal research under the guidance of the teacher, through which they can think, communicate and apply artistic ideas and messages, using the elements and principles of art and design, to solve a societal problem.

1.9 The Aims of Secondary Education

The aims of Secondary education in Uganda are to:

- i) instil and promote national unity, understanding of the social and civic responsibilities, strong love and care for others and respect for public property, as well as an appreciation of international relations and beneficial international co-operation.
- ii) promote an appreciation and understanding of the cultural heritage of Uganda, including its languages.

- iii) impart and promote a sense of self-discipline, ethical and spiritual values, personal and collective responsibility and initiative.
- iv) enable individuals to acquire and develop knowledge and understanding of the emerging needs of society and the economy.
- v) provide up-to-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry, and their application in the context of the socio-economic development of Uganda.
- vi) enable individuals to develop the basic scientific, technological, technical, agricultural and commercial skills required for self-employment.
- vii) enable individuals to develop personal skills of problem-solving, information gathering and interpretation, independent reading and writing, self-improvement through learning, and the development of social, physical and leadership skills such as are obtained through games, sports, societies and clubs.
- viii) lay the foundation for further education.
- ix) enable the individual to apply the acquired skills in solving problems of the community, and to develop a strong sense of constructive and beneficial belonging to that community.
- x) instil positive attitudes towards productive work and strong respect for the dignity of labour and those who engage in productive labour activities.
- xi) develop a positive attitude towards learning as a lifelong process.

1.10 Aims of the Advanced Secondary Curriculum

- i) To adopt a competency-based learning approach.
- ii) To develop holistic education for personal and national development based on clear shared values.
- iii) To develop key skills which are essential to work and life, promoting lifelong learning.
- iv) To adopt an integrated approach to learning that develops the ability of learners to apply what has been learnt.
- v) To improve on assessments by incorporating school-based assessment into end-of-cycle assessment.
- vi) To emphasise learners' participation through engagement with the community.
- vii) To prepare for further education.

1.11 Rationale for Teaching Art and Design at Advanced Level

The broad aim of Art and Design at Advanced Secondary level is to develop a great range of skills that will advance awareness as well as critical and cultural understanding in visual and /or other forms of art. It also aims at enabling the acquisition of the skills of manipulating and practising artistic and creative techniques, conceptually and technically, for career opportunities and national development. From their study of Art and Design, learners will:

- i) develop knowledge, creativity and skills in art and design, using appropriate terminology, practices, processes and techniques.
- ii) develop ideas and investigate concepts in art by exploring, observing, reflecting and conceptualising works from a wide range of resources.
- iii) communicate and interpret meaning in art by exploring different ways of conveying ideas and analysing work in response to a wide range of artworks

- iv) understand and examine the functions and values of cultures, and express themselves creatively through art and design practices.
- v) explore types of knowledge and skills acquired in art and design and their values to cultures, and the variety of career opportunities available in various areas of study.
- vi) nurture their creativity, imagination and confidence, which are critically indispensable in most of the subjects in the curriculum and occupations.
- vii) develop important disciplinary and cross-curricular competencies for living in an interconnected world.

These aims provide an overview of the expected learning outcomes in each area of study. The areas are often interwoven, enabling learners to make connections between the different aspects of Art and Design as a subject. Assessment criteria will be based on two components of Art Making (Practical) and History of Art and Appreciation (Theory) using two assessment objectives. (Refer to Assessment section, page 56.)

1.12 Subject Overview

The areas of study have been reorganised within the syllabus to come up with the adapted version. To differentiate the art themes of the LSC from Advanced Level, which are spiral by nature, the ones of Advanced Level have been coded II as a sign of progression. The themes are:

- 1) Drawing and Painting II
Learners are expected to:
 - i) develop both their knowledge and skills in a broad range of media, processes and techniques.
 - ii) demonstrate a personal response through drawing and painting; working on a theme, a starting point, or a specimen/model.
 - iii) show ability to consider artistic elements and principles to sort out problems.
 - iv) work in the following: material environment, natural environment, and the cultural environment.
- 2) Graphic Design II
Learners should be encouraged to:
 - i) develop both their knowledge and skills in a broad range of media, processes, and techniques.
 - ii) demonstrate visual meaning through graphic communication, working to a theme, a starting point or a brief considering design constraints and problems.
 - iii) consider traditional, contemporary and emerging techniques. The areas of study are: illustration, printmaking, packaging design, advertising, and typography.
- 3) Two-dimensional and three-dimensional crafts
Learners should:
 - i) investigate and define traditional and contemporary techniques and processes of crafting in both 2- dimensional and 3-dimensional art making.
 - ii) examine the social and cultural significance of crafts, creating hand-made artworks by exploring traditional and contemporary approaches to making crafts.

4) History and Appreciation of Art II

Learners will demonstrate knowledge and understanding of:

- i) appropriate materials, processes, technologies and resources.
- ii) the importance of social and cultural factors in the making of artworks.
- iii) relevant artworks, genres, styles and techniques used by artists and designers, past and present.
- iv) the importance of intention, realization and reflection to the artworks.
- v) the implications of the past to the contemporary Ugandan art, artists and society.

1.13 Time Allocation

The learners shall be engaged for nine (9) periods per week for both Senior Five and Senior Six.

1.14 Suggested Approaches to Teaching Art and Design

The suggested approaches enhance learning and empower teachers to support learners as they prepare for assessment. This will necessitate teachers to work alongside learners to guide, direct, support and supervise them as they progress through the research process. These approaches include:

- 1) **Inquiry-based learning:** Learners are encouraged to investigate through research directed by their interest and solve problems through series of ideation and sketches, enhancing critical thinking, communication and research skills. They carry out in-depth research into artworks and resources related to the art form in reference to a range of cultural, social and local context.
- 2) **Experiential learning:** Learners actively participate in hands-on experiences during research and planning sessions, generating ideas and reflecting upon what they are doing, which leads to the development of reflective skills. Learners apply critical and creative thinking skills and/or processes to generate ideas, and to understand concepts, themes and relationships to make informed opinions. Learners are encouraged to develop both their knowledge and skills in a broad range of media, processes and techniques. They further develop their ability to use appropriate materials (including recycled) and techniques to communicate their intentions effectively.
- 3) **Problem- and project-based learning:** Learners find solutions to problems through their experience in research and projects. This leads to the development of critical thinking, social and research skills. They are encouraged to consider traditional, contemporary and emerging technologies working to a theme or a brief while considering design constraints and problems.

Discovery learning: Learners construct their own knowledge through active participation, exploration and inquiry, which encourages them to critically think, ask questions and hypothesise through research.

1.15 Programme Planner

Class/ Term	Theme	Topic	Periods
Senior Five Term 1	1. Drawing and Painting II	1.1: Objective Study of Nature Natural specimens (plants, insects and animals)	10
		1.2: Living Person; Body Structure (The human skeleton)	09
		1.3: Drawing or Painting from Imagination (Painting or drawing from thematic experiences)	10
	2. Graphic Design II (Crafts A)	2.1: Graphic Design Concepts (Layout, use of type and image)	10
		2.2: Identity Signs and Symbol Design	09
	3. Crafts B II	3.1: Pottery (Forming methods: pinch, coil, slab, throwing and casting)	38
	4. History and Appreciation of Art	4.1: Appreciation of Classical Antiquity (Greek and Roman art) i) Identification, analysis, interpretation and evaluation of artworks in painting, sculpture and architecture.	10
			Total Periods (12 weeks @ 8 periods)
Senior Five Term 2	1. Drawing and Painting II	1.4: Drawing and Painting from a Living Person i) Studies of different parts of the human figure ii) Portraiture	14
		1.5: Drawing and Painting from Imagination i) Techniques and styles of drawing and painting	15
	2. Graphic Design II (Crafts A)	2.3: Editorial Design i) Editorial design (books, magazines and newspapers)	19
	3. Crafts B II	3.2: Figurative Sculpture in the Round i) The creative process ii) Techniques and style (solids, voids, planes, contours, textures, and colours)	38

	4. History and Appreciation of Art II	4.1: Influence of Gothic Art in Uganda iii) Research and project work (Gothic art influence on Ugandan artworks)	10
		Total Periods (12 weeks) @ 8 periods	96
Senior Five Term 3	1. Drawing and Painting II	1.6: Adaptations from the Cultural Environment i) Creative drawing and painting from still objects ii) Portfolio development and documentation	09
		1.7: Drawing and Painting from a Living Person II i) Human figure proportions ii) Posture in the study of full human figure	10
		1.8: Drawing and Painting from Imagination i) Thematic compositions ii) Colour application iii) Composition in drawing and painting	10
	2. Graphic Design II (Crafts A)	2.4: Packaging Design	19
	3. Crafts B II	3.3: Fibre Arts i) Weaving and basketry	38
	4. History and Appreciation of Art II	4.2: Appreciation of the Italian Renaissance i) Innovations and adaptations from Renaissance art (architecture, painting, sculpture) ii) Project work (Group/individual)	10
		Total Periods (12 weeks) @ 8 periods	96
Senior Six Term 1	1. Drawing and Painting II	1.9: The Material Environment i) Multimedia in drawing and painting	13
		1.10: Living Person (Torso) ii) The head and facial expression iii) Human figure in motion	08
		1.11: Drawing and Painting Imaginative Figurative Compositions i) Exploration of painting techniques (blotting, masking, splattering, salting, scraping and brushing/stroking)	08

	2. Graphic Design II (Craft A)	2.5: Advertising Design i) Calendars, fliers, brochures, cards	10
		2.6: Design Illustration i) Colour (psychology and chromatics) ii) Colour in Illustration	09
	3. Crafts B II	3.4: Two-dimensional Crafts (Phase 1) i) Screen printing, batik, patchwork, applique, tie-and-dye ii) Leather types, tanning and techniques for making leather articles iii) Project work (phase one)	38
	4. History and Appreciation of Art II	4.3: Appreciation of the 19 th Century Art in France and England i) 19th century art movements (isms) ii) 19th century art influences on Ugandan contemporary artists	10
		Total Periods (12 weeks) @ 8 periods	96
Senior Six Term 2	1. Drawing and Painting II	1.12: Drawing and Painting from a Living Person II i) Human figure composition	36
	2. Crafts B II	3.5: Two-dimensional and Three-dimensional Crafts (Final Phase) ii) Project work iii) Production, presentation and marketing of artworks	48
	3. History and Appreciation of Art II	4.4: Contemporary Art in Uganda	12
		Total Periods (12 weeks) @ 8 periods	96
Senior Six Term 3	1. Drawing and Painting II	1.13: Landscape Representation i) Thematising landscape drawing and painting ii) Portfolio designing and presentation	30
	2. Graphic Design II (Crafts A)	2.7: Simulations in Graphics i) Hand and computer-aided design* ii) Hand drawing animations	14
	3. Crafts B II	3.6: Portfolio Making and Art Exhibition i) Documentation of creative process in a portfolio ii) Exhibiting personal works	06
	4. History and Appreciation of Art II	4.5: Art in Society	06
		Total Periods (7 weeks) @ 8 periods	56

1.15 Note to Users

Each topic has a competency, which is a broad statement that brings out what the learner is expected to do at the end of the topic. The competency is broken down into learning outcomes, for which suggested learning activities and sample assessment strategies are developed, as represented in the three columns below.

Learning outcomes	Suggested learning activities	Sample assessment strategy
A statement of the knowledge, understanding, skills, generic skills, values, and attitudes expected to be learnt by the end of the topic. Hence each learning outcome is coded with some of these as k, u, s, gs and v/a for emphasis to the teacher on what to consider during the lesson.	The sort of hands- and minds-on engagements which enable the learner to achieve the learning outcome, including the generic skills and values. They are designed to enable learners to Discover, Explain, Apply and Analyse (DEAA) as they participate in knowledge construction.	Opportunities for assessment within the learning process, that is, during and after the lesson.

The learning activities and assessment strategies in the syllabus are “suggested” and “samples”, respectively, and not exhaustive. The teacher is encouraged to develop more learning activities and assessment strategies that are based on the learning outcomes. In addition, the teacher is free to customise the suggested learning activities to make them suitable for their respective learning environments and for learners with Special Educational Needs (SEN).

2.0 DETAILED SYLLABUS

SENIOR FIVE TERM 1

THEME 1: DRAWING AND PAINTING II

TOPIC 1.1: OBJECTIVE STUDY OF NATURE

DURATION: 10 Periods

Competency: The learner creates artworks following ideation and planning process by studying the natural environment as an inspiration for art creation.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) generate artistic ideas by studying various sources of inspiration from the natural environment. (k, u, v) b) create nature-inspired artworks using different media that reflect the application of elements and principles. (k, s, v, a)	a) Individually or collaboratively, learners explore the environment to get inspiration for art creations, and make sketches with notes. b) In groups, learners use a variety of strategies (such as brainstorming, think-pair-share, discussion) to evaluate the suitability of the ideas, reflect and select the most effective one as the foundation for their sketches. c) Individually, the learner explores different media to create drawings or paintings that reflect the elements, principles and personal creativity.	a) Assess the learner's ability to: <ul style="list-style-type: none"> i) work collaboratively with others while studying various objects from the natural environment. ii) create and refine sketches and notes as a record of their observation. b) Converse with learners in their groups to evaluate the progress and development of their initial plan based on peer and self-assessment. c) Assess learner's artworks for: <ul style="list-style-type: none"> i) originality of ideas. ii) growth and development of the initial ideas. iii) reflection and revision of the initial plans. iv) creative use of elements and principles. v) Choice and use of materials.

THEME 1: DRAWING AND PAINTING II

TOPIC 1.2: LIVING PERSON – BODY STRUCTURE

DURATION: 9 Periods

Competency: The learner draws skeletal and structural images using various materials and tools as a way of demonstrating an understanding of human anatomy.

Learning Outcome The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
draw from a living person while studying the human anatomy using various materials and tools. (k, u, s)	Individually, learners: <ol style="list-style-type: none"> observe the human skeleton and muscular structure (from human skeleton models, miniatures or charts) and discuss the relationship between different parts and make notes. observe the relationship between the muscular and skeletal systems of the human figure and make sketches. create preliminary drawings based on their study of the human skeletal and muscular systems. 	<ol style="list-style-type: none"> Assess the learner's ability to observe and relate the different parts of the human anatomy. Assess the learner's ability to draw the skeletal and muscular structures of the human figure. Assess learner's drawings or paintings for: <ol style="list-style-type: none"> growth and development of the initial ideas. reflection and revision of the initial plans. use of elements and principles.

THEME 1: DRAWING OR PAINTING II

TOPIC 1.3: DRAWING AND PAINTING FROM IMAGINATION

DURATION: 10 Periods

Competency: The learner interprets textual or oral information along with personal experiences to create drawings and paintings for communication and self-expression.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) demonstrate an understanding of concepts and the vocabulary associated with the principles, practices and techniques of imaginative drawing and painting. (k, u) b) create imaginative compositions based on imaginary themes and/or experiences. (k, u, s)	a) Individually or in groups, the learner investigates different ways of gathering content for drawing and painting from imagination (such as interviews, stories, cultural folklores, societal experiences) in preparation for idea generation. b) Individually, the learner: <ul style="list-style-type: none"> i) generates sketches by depicting a theme suitable for drawing or painting. ii) develops sketches into drawing or painting compositions by exploring and experimenting with different materials, tools and concepts. iii) reflects and revises the initial sketches into refined artworks. 	a) Converse with the learner to ascertain the use of technical terms related to drawing and painting. b) Observe the learner’s skills in planning, generation and development of their sketches. c) Assess the learner’s sketches and final work regarding the ability to: <ul style="list-style-type: none"> i) formulate images for drawing or painting from different sources (creativity and originality). ii) relate composition with the theme. iii) organise images into a composition. iv) use of elements and principles of art in an artwork. v) use of materials and techniques.

THEME 2: GRAPHIC DESIGN

TOPIC 2.1: GRAPHIC DESIGN CONCEPTS

DURATION: 10 Periods

Competency: The learner creates graphic designs with type and image by organising the design principles to achieve effective graphic communication.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) demonstrate understanding of graphic design as a language of visual communication in the society. (k, u) b) make graphic designs by experimenting with different graphic design concepts that communicate messages to various audiences. (k, u, s, v)	a) Collaboratively, learners: i) use the internet, library, or other sources to search for: <ul style="list-style-type: none"> • different types of graphic design and their application in visual communication. • graphic and lettering elements as part of visual imagery. iii) examine the concepts, practices and vocabulary associated with graphic art: iv) relate graphic design concepts to daily life experiences. v) discuss the findings of the research and document key concepts in graphic design. b) Individually, the learner: i) creates various thumbnail layout sketches to suggest space weight and form. ii) reorganise, edit and formulate the sketches into graphic designs with focus on contrast, emphasis, hierarchy and space to communicate a design concept.	a) Observe the learner's contribution in group discussion with regard to: <ol style="list-style-type: none"> i) individual contribution. ii) self-regulation and confidence. iii) collaborating with others. iv) the write-up with regard to the research conducted. b) Assess the learner's individual: <ol style="list-style-type: none"> i) sketch work in form of concept development. ii) final product in terms of organisation of the designs with regard to the effectiveness of communication following the layout principles of: contrast, emphasis, hierarchy and space to communicate a design concept.

THEME 2: GRAPHIC DESIGN II

TOPIC 2.2: IDENTITY SIGNS AND SYMBOL DESIGN

DURATION: 09 Periods

Competency: The learner develops identity signs and symbols using appropriate stages of the creative process for various publication and advertising purposes.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
<p>a) demonstrate understanding of the design concept of identity signs and symbols and their function. (k, s, v)</p> <p>b) create prototypes of identity signs and symbols for communicative publication and advertising designs. (s, v)</p>	<p>a) Individually, learners research about contemporary designing and application of different categories of identity signs, symbols, and make notes.</p> <p>b) Learners use their findings to develop the initial stages of identity signs and symbols based on a given brief.</p> <p>c) In plenary, learners discuss, revise and refine the sketches based on peer and self-assessment.</p> <p>d) Individually, learners reflect on the developed sketches to revise and refine the generated ideas.</p> <p>e) Where applicable, learners explore the use of available technology to improve on their ideas to produce final designs.</p>	<p>a) Assess the findings of the individual write-up regarding content authenticity and correctness.</p> <p>b) Assess individual sketches in terms of:</p> <ul style="list-style-type: none"> i) originality of concept development. ii) coherence of the accompanying write-up to the sketches and the final product in terms of: <ul style="list-style-type: none"> • effectiveness to communicate. • arrangement of elements. • effective use of software tools (<i>in case of computer use</i>). • precision, accuracy, clarity, consistency and enhanced appearance.

THEME: 3 CRAFTS B II

TOPIC 3.1: POTTERY

DURATION: 38 Periods

Competency: The learner creates functional earthenware by adapting various forming methods to serve different purposes.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) demonstrate understanding of the materials, processes and other key concepts associated with various forming methods. (k, s, u, gs) b) create pottery in clay using various forming methods (pinch, coil, slabs, throwing and casting). (k, u, s, v/a)	a) In groups or individually, learners research about clay, the different types of earthenware, pinch, coil, slab, throwing and casting forming methods. b) Learners explore opportunities in the community related to pottery and document the research findings. c) Individually, learners: <ul style="list-style-type: none"> i) generate ideas from their findings and develop sketches for producing pottery through a creative process. ii) use various methods to produce pottery. iii) complete the pottery. (e.g. drying, decorating, firing, glazing). 	a) Observe the learner's contribution in a group discussion with regard to: <ul style="list-style-type: none"> i) teamwork ii) self-regulation and confidence. iii) respect for self, others and the environment iv) explanations about the material and technique used. b) Assess: <ul style="list-style-type: none"> i) individual write-ups regarding authenticity and correctness of ideas. ii) the quality and originality of the sketches with regard to the ideation process. iii) the quality of the forming methods. iv) finishing and functionality. c) Converse with learners to establish health and safety precautions.

THEME 4: HISTORY AND APPRECIATION OF ART II

TOPIC: 4.1: APPRECIATION OF CLASSICAL ANTIQUITY

DURATION: 10 Periods

Competency: The learner critically analyses the historical Greek and Roman art in order to compare and assess its adaptation into contemporary art practices in Uganda.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) demonstrate understanding of classical Greek and Roman art culture. (k, u, gs) b) interpret the classical Greek and Roman art and its impact on Ugandan art. (k, u, v)	a) In groups or individually, learners analyse and discuss the classical Greek and Roman art (<i>architecture, sculpture and pottery</i>) and do a write-up. b) In groups, learners explore classical Greek and Roman art in relation to the social, political and historical events that may have influenced the creation of the artwork and present their findings. c) Individually, learners examine and reflect on the qualities of the classical artworks and their impact on the Ugandan art (<i>pre- and post-colonial times</i>).	a) i) Observe the learner’s contribution in group discussion with regard to: <ul style="list-style-type: none"> • teamwork. • self-regulation, confidence and communication skills. • respect for self and others. ii) Assess learner’s ability to conduct research and document findings. b) Critique the write-up with regard to coherence of the findings presented. c) Assess the validity and relevance of the information with regard to the Ugandan context (<i>quality of the write-up, neatness, language and grammar</i>).

SENIOR FIVE TERM 2

THEME 1: DRAWING AND PAINTING II

TOPIC 1.4: DRAWING AND PAINTING FROM A LIVING PERSON

DURATION: 14 Periods

Competency: The learner draws or paints different human body parts focusing on their proportions for a true representation of the human structure in artworks.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) develop understanding of the human body parts. (k, u) b) create drawings or paintings capturing mood, pose and actions. (k, u, s)	a) Individually or collaboratively, the learner explores the relationship of the different human body parts by creating thumbnail sketches. b) Individually or in groups, learners use the language and terminology associated with the human anatomy (e.g. symmetrical and asymmetrical divisions, torso, bust, girdle, limbs, portraiture, phalanges). c) Individually, the learner: <ul style="list-style-type: none"> i) draws or paints specific parts of the human body (head, hands and feet). ii) experiments with different materials to reflect the basics of portraiture. 	a) Observe the learner's ability to concentrate on the task. b) Assess: <ul style="list-style-type: none"> i) individual sketches for evidence of trials and studies of the different body parts. ii) the final product based on the use of lines, tonal variations, the form and structure and disposition of drapery, ensuring accurate reflection of the set model.

THEME 1: DRAWING AND PAINTING II

TOPIC 1.5: DRAWING AND PAINTING FROM IMAGINATION

DURATION: 15 Periods

Competency: The learner creates drawings and paintings using available media and technologies for self-expression and other purposes.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) develop understanding of the various characteristics of painting and drawing materials. (k, u) b) create paintings or drawings by exploring with the elements and principles of art using available materials, tools and technologies for self-expression. (k, u, s) c) apply appropriate standards and practices in preparation, production and presentation of artworks as evidence of study. (k, u, s, v/a)	a) Individually or collaboratively, learners explore different materials (dry and wet) and tools, and discover how best they can be used for drawing and painting. b) Individually, the learner: <ul style="list-style-type: none"> i) develops plans (thumbnail sketches or notes) based on themes that address a variety of challenges. ii) experiments with a variety of materials and chooses the most suitable ones for drawing or painting from imagination. iii) organises the elements and principles to suit the planned work. iv) uses self-reflection and peer reflection to edit and refine the work. v) produces the final artwork basing on the feedback. vi) creates a portfolio as evidence of progress and achievement of his/her work. 	a) Observe the learner’s ability to try out different materials and tools for drawing and painting. <ul style="list-style-type: none"> i) Assess individual thumbnail sketches for evidence of planning and development of ideas. ii) Assess the learner’s artworks with regard to: <ul style="list-style-type: none"> • originality and creativity. • use of elements and principles. • use of materials. • personal expression. iii) Check for the revisions and edits in the work after peer and self-assessment. iv) Assess the learners’ portfolios regarding: <ul style="list-style-type: none"> • evidence of creativity and originality. • growth and development of the idea.

THEME: 2 GRAPHIC DESIGN II (CRAFTS A)

TOPIC 2.3: EDITORIAL DESIGN

DURATION: 19 Periods

Competency: The learner creates editorial designs using a variety of materials, tools and/or emerging technologies for printing and publication purposes.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) examine the use of editorial design in a variety of layouts. (k, s, u) b) create editorial designs using elements, principles of design, materials and tools and emerging technologies in a variety of layouts. (u, s)	a) Individually or collaboratively, learners search and discuss a variety of layouts in editorial designs (e.g. books, magazines and newspapers). b) Individually, the learner: <ol style="list-style-type: none"> i) experiments with various materials and concepts for editorial designs as he/she develops thumbnail sketches. ii) uses self-reflection and peer reflection to edit or change plan of their work. iii) develops the trial sketches into final editorial designs using elements and principles of design. iv) where applicable, uses available technologies to produce final work. v) creates a folder with the work done as evidence of progress and achievement. 	a) Observe the learner's ability to: <ol style="list-style-type: none"> i) work in teams/groups. ii) listen to one another and positively contribute to the discussion. b) i) Assess individual thumbnail sketches for evidence of exploring with different materials and tools. ii) Assess the learner's artworks with regard to: <ul style="list-style-type: none"> • message. • use of materials. • originality and creativity. • personal expression. • Precision. • revisions and edits in the work due to peer and self-assessment. • use of technology (where applicable) c) Assess the learner's folder with regard to. <ul style="list-style-type: none"> • sketching. • finished work, labelled and dated.

THEME 3: CRAFTS B II

TOPIC 3.2: FIGURATIVE SCULPTURE IN THE ROUND

DURATION: 38 Periods

Competency: The learner creates figurative sculptures in the round, using various materials, tools and/or emerging technologies for self-expression, economic purposes and a variety of adaptive innovations.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) generate plans for sculpture artworks inspired by nature. (k, s, u) b) create sculptures using available materials, tools, techniques and technologies, to serve the intended purpose/audience. (u, s, v)	a) Individually or collaboratively, learners search and discuss a variety of sculptures from different sources and locations. b) Individually, the learner: <ul style="list-style-type: none"> i) generates plans and notes for a figurative sculpture (<i>different views</i>). ii) experiments with different materials and tools to create maquettes for the plans. iii) Presents the maquette and plans to peers for discussion, reflection and proposal for adjustments. iv) creates a refined maquette based on self-critique and peer critique. v) create(s) the final sculpture using suitable materials and tools, and/or available technologies. 	a) Observe the learner’s ability to communicate their findings with peers and suggest possible solutions to a given task. b) i) Check for availability of individual thumbnail sketches and notes for ways to solve a problem. ii) Assess the learner’s artworks with regard to: <ul style="list-style-type: none"> • creativity. • organisation of elements and principles. • use of materials (technique). • expression of ideas. • finishing. c) Converse with learners to establish health and safety precautions.

THEME 4: HISTORY AND APPRECIATION OF ART II

TOPIC 4.1: INFLUENCE OF GOTHIC ART IN UGANDA

DURATION: 10 Periods

Competency: The learner analyses the influence of Gothic art on Ugandan art by assessing its artistic value and significance to the present society.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) analyse trends of Gothic art in England. (k, u) b) analyse and document the influence of Gothic art styles on Ugandan art. (k, s, u, v, a)	a) In groups or individually, the learner: <ol style="list-style-type: none"> i) analyses Gothic art in England (<i>architecture, sculpture and glass painting</i>) and make(s) a write-up. ii) evaluate(s) and reflect(s) on Gothic art styles in England and their influence on Ugandan art and make(s) a write-up b) In groups, the learners discuss and present their findings for harmony in their notes.	a) i) Assess learner's ability to: <ul style="list-style-type: none"> • positively contribute to the group discussion. • conduct research and document the findings. • critique the write-up with regard to coherence and the factual information of the findings. ii) Converse with the learner(s) to ascertain their understanding of the Gothic art influence on Ugandan art. b) Assess the quality of the write-up with regard to: <ol style="list-style-type: none"> i) validity and relevance given. ii) coherence and correctness of the information. iii) examples and illustrations cited.

SENIOR FIVE TERM 3

THEME 1: DRAWING AND PAINTING II

TOPIC 1.6: ADAPTATIONS FROM THE CULTURAL ENVIRONMENT

DURATION: 09 Periods

Competency: The learner creates drawings or paintings inspired by the cultural environment using available resources to communicate /convey personal expression about people’s culture.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) demonstrate understanding of cultural objects and forms in people’s ways of life. (k, u, gs) b) create artworks expressing social and cultural practices of society. (k, u, s)	a) Individually or in groups, learner(s) search and discuss forms and functions of objects from the cultural environment and document their findings. b) Individually, the learner creates imaginative compositions through preliminary sketches inspired from the cultural environment. c) In groups, learners discuss their sketches using self-reflection and peer feedback to refine and enhance their plans into improved versions. d) Individually, the learner: i) develops detailed and revised artworks based on peer assessment and self-assessment. ii) compiles the work and creates a folder, which will be part of the portfolio.	a) i) Observe the learner’s ability to: <ul style="list-style-type: none"> • participate in a group discussion. • respect self and others. ii) Converse with the learner to ascertain originality and authenticity of their findings. b) Assess individual learner’s developmental sketches and final product for: <ol style="list-style-type: none"> i) creativity/originality. ii) organisation of elements and principles. iii) use of materials (technique). iv) expression and subject matter. c) Assess the learner’s folder with regard to. <ul style="list-style-type: none"> • sketching. • finished work, labelled and dated.

THEME 1: DRAWING AND PAINTING II

TOPIC 1.7: DRAWING AND PAINTING FROM A LIVING PERSON II

DURATION: 10 Periods

Competency: The learner draws or paints a human figure proportionally in different poses while exploring with various materials and techniques for effective communication and human figure representation.

Learning Outcomes The learner should be able to:	Suggested learning Activities	Sample Assessment Strategies
draw or paint a human figure in proportion and in different poses. (k, u, s)	a) Individually, the learner: <ol style="list-style-type: none"> i) searches for inspiration (<i>from human figure models, work of master artists, video tutorials</i>) as a basis for discussion and development of preliminary sketches. ii) draws through observation from the real human figure (<i>seated, standing and in motion</i>). iii) explores human figure drawing techniques (<i>e.g. gesture drawing, using principles of art</i>) and modelling form using light and shade. 	a) <ol style="list-style-type: none"> i) Observe learners as they engage in discussion with regard to: <ul style="list-style-type: none"> • active participation. • respect for self and others. • ability to analyse information. ii) Assess individual learner's sketches and drawings or paintings for: <ul style="list-style-type: none"> • presentation of postures and human figure proportions. • use of gesture techniques and principles. • tonal effects. • use of materials.

THEME 1: DRAWING AND PAINTING II

TOPIC 1.8: DRAWING AND PAINTING FROM IMAGINATION

DURATION: 10 Periods

Competency: The learner draws or paints artworks by applying imaginative skills, through generating and integrating artistic ideas for self-expression and visual communication.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) create thematised imaginative compositions using various materials, tools and technologies to express ideas that communicate messages. (k, u, s, v) b) apply appropriate processes and practices associated with the preparation and production of artworks as evidence of study. (k, u, s, v)	a) Individually or collaboratively, learner(s) generate imaginative ideas and develop plans for the creation of their artworks based on a given theme. b) In pairs or groups, learners discuss the suitability of imagined ideas to develop into a composition. c) Individually, the learner: <ul style="list-style-type: none"> i) reflects and revises the initial idea into a final sketch. ii) creates figurative and non-figurative imagined compositions by experimenting with different media/techniques to show evidence of revision and artistic growth. iii) documents the use of the creative process in a portfolio as evidence of a working process. 	a) <ul style="list-style-type: none"> i) Observe the learner’s contribution in group work with regard to: <ul style="list-style-type: none"> • discussion of ideas. • self-regulation and confidence. ii) Assess learner’s ability to develop plans based on a theme. b) Converse with the learners to ascertain peer feedback on their work. c) Assess the learners work in form of: <ul style="list-style-type: none"> i) write-ups, idea development and evidence of progress. ii) organisation of ideas using elements of art to formulate a composition. d) Assess the learner’s products for: <ul style="list-style-type: none"> i) originality of ideas. ii) growth and development of the initial ideas. iii) reflection and revision of the initial plans. iv) use of elements and principles. v) choice and use of materials.

THEME 2: GRAPHIC DESIGN II (CRAFTS A)

TOPIC 2.4: PACKAGING DESIGN

DURATION: 19 Periods

Competency: The learner creates package designs using skills and technologies for advertising various market products.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) develop an understanding of the design principles, practices and the vocabulary used in packaging design. (k, u) b) create packaging designs and prototypes to serve a purpose. (k, u, s, v)	a) Collaboratively or individually, learners research and document different package designs for different products (<i>e.g. liquids, powders, solids, gases</i>) and the vocabulary associated with package designing. b) In groups, learners identify and discuss a commodity packaging problem and generate possible solutions. c) Individually, learners create plans of their package designs (<i>layout, lettering/labelling and colour</i>) using elements and principles of art, and the available technologies to solve the identified problem. ii) Collaboratively, learners discuss their plans reflecting on the purpose and suitability of the proposed designs. d. Using peer reflection or self-assessment, the learner revises the plans and explores with different materials. e. Individually, the learner produces the final prototype package.	a) Assess learners' notes with regard to ability to identify the following: <ol style="list-style-type: none"> i) package type. ii) layout. iii) use of materials illustrations. iv) lettering and colour. b) Observe the learner's ability to: <ol style="list-style-type: none"> i) work in teams/groups. ii) listen to one another and contribute to the discussion. iii) generate a solution to the identified problem. c) Assess learners' individual plans for evidence of exploring with different materials and tools while addressing the identified problem. d) Assess the learner's package prototypes with regard to: <ol style="list-style-type: none"> i) purpose/message. ii) use of materials. iii) originality and creativity. iv) precision.

THEME 3: CRAFTS B II

TOPIC 3.3: FIBRE ARTS

DURATION: 38 Periods

Competency: The learner creates fibre crafts using different techniques and processes to serve various purposes.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) analyse the purpose, materials, tools, methods, processes and techniques for weaving and basketry. (k, u, v) b) create fibre artworks using available materials, tools and techniques to serve different purposes. (u, s, v)	a) Using project-based learning, learners: <ul style="list-style-type: none"> i) collaboratively conduct research about woven artworks in traditional and contemporary society with regard to materials, tools and techniques, processes and make a write-up. ii) discuss their findings describing the aspects of design/patterns, function, materials and techniques, and document the key aspects. b) Individually or in groups, learners: <ul style="list-style-type: none"> i) identify a weaving related societal problem, plan and prepare the required materials and tools (<i>soliciting various ideas for weaving</i>). ii) use an appropriate technique to create a woven article to serve a purpose. 	a) <ul style="list-style-type: none"> i) Assess learners' notes generated from their research to check for consistency, correctness and documentation. ii) Observe the learner's contribution in group discussion with regard to: <ul style="list-style-type: none"> • teamwork. • self-regulation and confidence. • respect for self, others and the environment. b) Assess the quality of the finished article in terms of technique used, neatness and consistency in the finishing and functionality. c) Converse with learners to establish health and safety precautions.

THEME 4: HISTORY AND APPRECIATION OF ART II

TOPIC 4.2: APPRECIATION OF THE ITALIAN RENAISSANCE

DURATION: 10 Periods

Competency: The learner analyses Renaissance art by investigating its social, cultural and artistic importance for creating own artistic impressions.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Suggested Assessment Strategies
a) demonstrate understanding of the concepts and important developments of Renaissance art as an influence to art production. (k, u, v) b) analyse artworks of selected Renaissance master artists. (k, u, v)	a) In groups, learners conduct research, analyse and document the impact of Renaissance civilisation and culture on artistic practice of that period. b) Learners collaboratively discuss: <ol style="list-style-type: none"> i) the development of humanism and classicism by selected artists of the Renaissance art period (e.g. <i>Leonardo, Michelangelo, Raphael</i>) and describe how their style could be applied in a variety of areas of personal and professional life. ii) the artworks of selected Renaissance artists (e.g. <i>Leonardo da Vinci, Donatello, Michelangelo, Phillip Brunelleschi</i>) and their influence on Ugandan art, with regard to painting, sculpture and architecture. iii) Interpret a variety of Renaissance artworks to identify and describe their purpose and style, materials used, and the meanings the works convey. Do a write-up. 	a) Assess learner's ability to: <ol style="list-style-type: none"> i) conduct research and document findings. ii) positively contribute to the group discussion. b) i) Converse with the learners to find out lessons learnt and aspects of the style or content of the artwork to support their opinion. ii) Assess the quality of the write-up with regard to: <ul style="list-style-type: none"> • validity and relevance given. • coherence of the information. • correctness of the information. • citing of examples and illustrations. iii) Assess the learner's write-up on: <ul style="list-style-type: none"> • the proper style. • the nature of the artwork being analysed. • the period. • correctness of information. • correct language and coherence of information.

SENIOR SIX TERM 1

THEME 1: DRAWING AND PAINTING II

TOPIC 1.9: THE MATERIAL ENVIRONMENT

DURATION: 13 Periods

Competency: The learner creates compositions using creative skills, a variety of materials and processes to develop various ideas for art making.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) explore various materials with regard to their possibilities in creating drawings and paintings. (k, u, s, v) b) create compositions in drawing and painting using a combination of materials and tools for various purposes. (k, s)	a) Using project-based learning, learners explore various objects employing various methods and techniques based on driving questions to create forms, lines and texture (<i>e.g. How can we create new forms and shapes needed for industrial production using our material environment?</i>). b) i) Learners experiment with colour, drawing and painting tools and implement a multimedia approach suitable for development into still-life compositions. ii) Make drawings of selected objects extending into an image using line, tone and colour to render the surface texture and form of objects. iii) Use a viewfinder to enlarge and create a new composition from the previous artwork and render in wet or dry media. iv) Choose the best option to employ perspective devices and overlapping.	a) Observe the learner’s ability to: <ul style="list-style-type: none"> i) participate in the group activity. ii) respect self and others. b) Assess the learner’s ability to: <ul style="list-style-type: none"> i) demonstrate originality and creativity. ii) generate new ideas in drawing and painting guided by the driving questions. iii) plan and make informed judgement while exploring different materials. c) Converse with learners to establish and caution them on health and safety precautions.

THEME 1: DRAWING AND PAINTING II

TOPIC 1.10: LIVING PERSON (TORSO)
DURATION: 08 Periods

Competency: The learner develops artistic impressions of the human torso using various materials and tools to communicate human body formations.

Learning Outcome The learner will be able to:	Suggested Learning Activities	Sample Assessment Strategies
examine and make drawings and paintings based on the human torso using different materials and tools. (k, u, s)	a) In groups, learners observe the human figure and discuss the structure, tonal effects and proportions of the torso. b) Individually, learners: <ul style="list-style-type: none"> i) develop drawings or paintings, studying the human torso in different postures (<i>front, back and sides, body twists and its effects on the structure</i>) using a model. ii) study the light effects on the human torso (<i>tonal variations</i>) and develop it into a complete representation of the human figure using dry or wet media. iii) draw the human face in addition to the facial expressions. 	a) Observe the learner's ability to show focused attention on the torso. b) Assess the way different learners communicate what they perceive. c) Assess individual learners' drawings or paintings to depict the different body postures and disposition of drapery.

THEME 1: DRAWING AND PAINTING II

TOPIC 1.11: DRAWING AND PAINTING IMAGINATIVE FIGURATIVE COMPOSITIONS

DURATION: 08 Periods

Competency: The learner creates figurative imaginative compositions based on the human figure to communicate messages and ideas.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) demonstrate understanding of colour and its aspects in painting compositions. (k, u) b) create artistic compositions based on elements and principles of arts. (k, s, u)	a) Learners: <ul style="list-style-type: none"> i) collaboratively explore the different aspects of colour observed from different paintings of great masters and document their findings. ii) generate sketches/plans for the creation of drawings or paintings based on human activities in a composition (<i>e.g. at the market, a heated discussion, newspaper vending</i>). iii) use brainstorming and reflection to filter the sketches in order to select the ideas for finished drawings or paintings. b) Individually, the learner makes drawings or paintings expressing and communicating through colour, depicting the human activities in a composition (<i>e.g. at the market, a heated discussion, newspaper vending</i>).	a) Observe the learner’s contribution in group work with regard to: <ul style="list-style-type: none"> i) discussion and collaboration with others. ii) self-regulation and confidence. b) Assess the learners’ documentation in form of write-ups/ with sketches. c) Converse with the learners to ascertain the influence of peer feedback on the work. d) Assess the learner’s product with regard to: <ul style="list-style-type: none"> i) creativity and originality. ii) organisation of ideas and elements of art to formulate a composition. iii) growth and development of the initial ideas. iv) evidence of reflection and revision of the initial plans. v) interpretation of the theme into visual image. vi) colour harmony and symbolism.

THEME 2: GRAPHIC DESIGN II (CRAFT A)

TOPIC 2.5: ADVERTISING DESIGN

DURATION: 10 Periods

Competency: The learner creates graphic design concepts using materials and tools suitable for commercial communication.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) apply vocabulary of terms, concepts and techniques relating to advertising design. (k, u, gs) b) create images and symbols suitable for advertising designs based on a given theme. (u, s)	a) Learners collaboratively: <ol style="list-style-type: none"> i) search for information on the communal and educational value of advertising designs (e.g. calendars, fliers, brochures and cards), examining the concepts, practices and vocabulary associated with design making. ii) discuss and record their findings. iii) explore and develop a concept in the set theme on either calendars, fliers, brochures or cards. b) Individually, learners: <ol style="list-style-type: none"> i) experiment with visual images used in commercial and visual displays. ii) develop the final work of the chosen design to serve a given purpose. iii) develop a folder to keep the finished work which will contribute to the learners' portfolio. 	a) Observe the learner's ability to: <ul style="list-style-type: none"> • work in teams/groups. • listen to one another and contribute to the discussion. b) Assess learners' documentation from their information search and how the findings informed their concept development. c) Assess the individual learner's product in relation to: <ul style="list-style-type: none"> • the theme. • originality and creativity. • research, planning, drawings and development of ideas into final artwork. • functionality. • precision and finish. d) Assess the learner's folder with regard to: <ul style="list-style-type: none"> • sketching. • finished work, labelled and dated.

THEME 2: GRAPHIC DESIGN II (CRAFT A)

TOPIC 2.6: DESIGN ILLUSTRATION

DURATION: 09 Periods

Competency: The learner creates artistic images from a given text using various materials and available technologies to ease and enhance information dissemination.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
<p>a) apply concepts and techniques relating to design illustrations. (k, u)</p> <p>b) create images and symbols adopted from written text. (u, s)</p>	<p>a) i) Learners collaboratively search for information on various illustrations from different sources (<i>e.g. text books, posters, fliers, magazines and newspapers</i>) and make a scrap book.</p> <p>ii) Learners discuss their findings with regard to:</p> <ul style="list-style-type: none"> • the key elements and principles of illustration. • categories and functions of illustration (<i>narrative, decorative and informative</i>). <p>b) Individually, the learner:</p> <p>i) experiments with different materials to illustrate a given text into various image possibilities.</p> <p>ii) uses self-reflection to critique the visual images used to impact the commercial and visual displays.</p> <p>iii) produces the final work using the revisions obtained from self-reflection.</p> <p>iv) develops a folder to keep a record of the production process of the work which will contribute to the learners' portfolio.</p>	<p>a) Observe the learner's ability to:</p> <p>i) work in teams/groups.</p> <p>ii) listen to one another.</p> <p>iii) contribute to the discussion.</p> <p>b) Assess group documentation from the information search following concept development for illustration.</p> <p>c) Assess learners' work with regard to:</p> <p>i) originality and creativity.</p> <p>ii) interpretation of the text.</p> <p>iii) development of ideas into final artwork.</p> <p>iv) precision and finish.</p> <p>c) Assess the learner's folder with regard to:</p> <p>i) communication of ideas.</p> <p>ii) aesthetic design qualities.</p> <p>iii) materials.</p> <p>iv) the technical process.</p> <p>v) personal response.</p>

THEME 3: CRAFTS B II

TOPIC 3.4: TWO-DIMENSIONAL CRAFTS

DURATION: 38 Periods

Competency: The learner produces design concepts using available materials, tools and technologies to decorate different surfaces for various purposes.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) demonstrate understanding of the process of concept development based on cultural inspirations in respect to traditional beliefs. (k, u, s, v) b) demonstrate understanding of the influence of artmaking to the economy and careers related to the visual arts. (k, u, v) c) demonstrate understanding of the legal, ethical, health and safety, practices in the production of crafts. (k, u, v, a)	a) In small groups or individually, learners use inquiry learning method to search for information and discuss the traditional and contemporary methods, significance of textile and leather designing (<i>either using field trip or case study</i>) and document the findings. b) Individually, the learner develops plans and sketches based on cultural inspirations, to suit a specific textile (e.g. <i>screen printing, batik, patchwork, applique, tie-and-dye</i>) and leather decoration techniques (e.g. <i>stamping, embossing, dyeing, painting etc</i>) conforming to the elements and principles of design, for a given purpose. c) Learners: i) make trials on a small scale (e.g. <i>12 cm by 12 cm for textile</i>) for a given technique using suitable materials and tools based on the market demands. ii) discuss the trials to filter the ideas and select a suitable one to serve as the basis of their artwork. iii) revise the plan based on peer assessment and show attention to detail. d) Learners opt for a project in either textile or leather design and decorations while considering the legal, ethical, health and safety practices. e) Learners develop a folder for the design process.	a) Assess learners' documentation to check for the designs, patterns of traditional and contemporary textile and leather decorations. b) Observe group discussions with regard to: i) teamwork. ii) self-regulation and confidence. iii) respect for self, others and the environment. c) Converse with learners to defend their thinking on the choice of plans regarding the suitability and relevance of the patterns created. d) Assess the learner's textile and leather designs with regard to: i) the quality, technique, colour choice and registration of the trials. ii) neatness and consistency. e) Observe and converse with learners to establish their understanding of legal and ethical standards, health and safety, practices art production practices. f) Assess the learner's folder with regard to: • sketching. • finished work, labelled and dated.

THEME 4: HISTORY AND APPRECIATION OF ART II

TOPIC 4.3: APPRECIATION OF THE 19TH CENTURY ART IN FRANCE AND ENGLAND

DURATION: 10 Periods

Competency: The learner evaluates the 19th century art in France and England as a basis to make personal judgement on historical art in relation to Uganda’s contemporary contexts.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a) analyse the concepts and important developments of 19th century art in France and England as an influence to art production. (k, u, v)</p> <p>b) evaluate the artists, their artworks, and influence on contemporary art production in Uganda. (k, u, v)</p>	<p>a) In groups, learners gather information from different sources about the important 19th century art developments and artists in France and England (<i>e.g. Vincent Van Gogh, Auguste Rodin, Dominique, Ingres, Gian Lorenzo Bernini</i>), and document.</p> <p>b) In groups, learners discuss the influence of the 19th century art in France and England on contemporary art production in Uganda and make individual notes.</p> <p>c) Using a variety of strategies (<i>e.g. peer assessment and self-assessment or reflection</i>), learners reflect on the qualities within different art forms (<i>painting and sculpture</i>) describing the subject matter, purpose, style/technique and materials used.</p>	<p>a) Assess learner’s ability to:</p> <p>i) conduct research and document the findings.</p> <p>ii) positively contribute to the group discussion.</p> <p>b) Assess the quality of the write-up with regard to:</p> <p>i) validity and relevance given.</p> <p>ii) coherence of the information.</p> <p>iii) correctness of the information.</p> <p>iv) accuracy and examples cited.</p>

SENIOR SIX TERM 2

THEME: DRAWING AND PAINTING II

TOPIC 1.12: DRAWING AND PAINTING FROM A LIVING PERSON II

DURATION: 36 Periods

Competency: The learner draws and paints human figures in artistic compositions using materials and tools for communication and self-expression.

Learning Outcomes The learner should be able to;	Suggested Learning Activities	Sample Assessment Strategies
demonstrate understanding of elements and principles of design to create human figure compositions that communicate messages to an audience. (k, u, s, a)	a) Individually, the learner; <ol style="list-style-type: none"> i) generates ideas of human figure compositions using thumbnail sketches, based on observation of the living person. <i>(study of the model in different poses, gesture techniques).</i> ii) uses exploration or experimentation of different materials to create plans for the trial compositions. iii) uses reflection and revision to develop the final composition in <i>consideration</i> of the elements and principles of art and disposition of drapery. b) Use appropriate practices to prepare a folder for the artworks for presentation.	a) i) Assess the learner's ability to: <ul style="list-style-type: none"> • generate an artistic idea through observation of the living person. • capture and record what has been observed. • develop from simple gestural drawings to more detailed figurative composition. • develop preliminary stages into the final composition by using either dry or wet media. ii) Assess the individual learner's final work in terms of: <ul style="list-style-type: none"> • use of elements and principles. • articulation of body structure and anatomy. • Treatment of drapery • message conveyance. • Finish. b) Assess the learner's folder with regard to. <ul style="list-style-type: none"> • Sketching • Finished work, labelled and dated

THEME 3: CRAFTS B II

TOPIC 3.5: TWO-DIMENSIONAL AND THREE-DIMENSIONAL CRAFTS

DURATION: 48 Periods

Competency: The learner creates craft products based on a chosen theme using suitable materials and technologies to serve different purposes.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
<p>a) demonstrate understanding of the process of creating a 2D or 3D craft in respect to cultural heritage. (k, u, s, v)</p> <p>b) evaluate the contribution of art to the Ugandan economy and how economic considerations influence artmaking. (k, u, s, v)</p> <p>c) apply the health and safety, legal and ethical issues to art production. (k, u, v, a)</p>	<p>a) Using projects or project-based learning, the learners:</p> <ul style="list-style-type: none"> i) follow a production process of art making (<i>themes, planning, experimenting, revising</i>) and depict cultural influences for the ideation process. ii) explore and experiment with a variety of materials, tools and technologies to create trial motifs or maquettes, templates for leather articles (<i>create, interpret, explore, develop and communicate ideas</i>). iii) produce the final product by choosing the best option to develop and focus on a successful idea. iv) identify on the basis of exploration, opportunities in the society related to visual arts and the cost of production. <p>b) The learner:</p> <ul style="list-style-type: none"> i) demonstrates safe practices associated with use of materials, tools and technologies (<i>precautionary measures for handling hazardous materials</i>). ii) exercises social, civic and environmental responsibility in using technologies and the environment to produce artworks. iii) appreciates the legal and ethical issues associated with the production of artworks (<i>Copyright and ownership issues</i>). <p>c) Learners present their finished articles to an audience (<i>exhibition</i>).</p>	<p>a) Assess the learners' project following:</p> <ul style="list-style-type: none"> i) themes, planning, experimenting and revising the plans. ii) the learner's trials based on growth and development of the idea. iii) the final product with regard to; use of materials, elements and principles of art, technique used, production process, functionality and finishing. iv) the information on production of artwork in form of analysis with regard to opportunities in relation to careers of art. v) meeting the demands of the expected solution <p>b) Ensure that learners observe health, safety and legal precautions.</p>

THEME 4: HISTORY AND APPRECIATION OF ART II

TOPIC 4.4: CONTEMPORARY ART IN UGANDA

DURATION: 12 Periods

Competency: The learner evaluates Ugandan contemporary art practices by examining artists and their artworks to make informed judgement.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) analyse Ugandan contemporary art in an artistic and meaningful way. (k, u, v, gs) b) evaluate the role of contemporary artists and their influence on Ugandan society. (k, u, v)	a) Learners collaboratively search for information and document: <ol style="list-style-type: none"> i) the history of studying art in Uganda (the development of Margaret Trowel School of Industrial and Fine Art). ii) the work of prominent contemporary Ugandan artists (freelance, academic and professional artists, such as Ronix Ahimbisibwe, Naita, Fred Mutebi; George Kyeyune, F.X. Nnaggenda, Lillian Nabulime, Bruno Sserunkuuma, Nuwa Nyanza) with regard to theme, message, style and materials. b) In groups, learners: <ol style="list-style-type: none"> i) evaluate the selected contemporary artists in Uganda, their contribution in various fields of art and the factors behind their art production (cultural, political, foreign inputs and prevailing environments). ii) analyse the Ugandan artists' contribution to the economy and society, and how the economy impacts art production. 	a) <ol style="list-style-type: none"> i) Observe the learner's ability to: <ul style="list-style-type: none"> • work in teams/groups. • listen to one another. • contribute to the discussion. ii) Assess the learner's documentation of the research findings in a write-up. b) Assess the quality of the write-up with regard to: <ol style="list-style-type: none"> i) validity and relevance given. ii) coherence of the information. iii) correctness of the information. iv) the examples cited.

SENIOR SIX TERM 3

THEME: DRAWING AND PAINTING II

TOPIC 1.13: LANDSCAPE REPRESENTATION

DURATION: 30 Periods

Competency: The learner creates artworks depicting sceneries from different landscapes for communication and self-expression.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
create depictions of landscapes by exploring different kinds of subject matter, about the natural environment. (k, u, s, gs)	a) Collaboratively, learners: <ul style="list-style-type: none"> i) gather information and write about different artists and their depiction of landscapes with regard to theme, style, use of elements, principles and materials. ii) take a field study to scan the environment for interesting features to gain inspiration for their work. iii) discuss findings with peers for self-assessment and refinement of facts. b) Individually or in groups, learners select a theme for landscape drawing or painting and make trials. c) Individually, learners: <ul style="list-style-type: none"> i) refine their trials into final sketches and produce their final artworks while following elements and principles, style and use of materials. ii) develop a folder for their work as evidence of the creation process. 	a) i) Observe the learner's ability to: <ul style="list-style-type: none"> • work in teams/groups. • listen to one another. • contribute to the discussion. ii) Assess the learner's notes and sketches to ascertain the learner's: <ul style="list-style-type: none"> • evidence of planning and focusing ideas for landscape drawing or painting. • creativity. b) Observe the learner's ability to interpret the features of a landscape into personal sketches (<i>scaling</i>). c) Assess the learner's final artwork with regard to: <ul style="list-style-type: none"> i) theme. ii) use of elements and principles. iii) revision and refinement. iv) style and technique. v) use of materials and tools. d) Assess the learner's folder with regard to. <ul style="list-style-type: none"> • sketching. • finished work, labelled and dated.

THEME 2: GRAPHIC DESIGN II

TOPIC 2.7: SIMULATIONS IN GRAPHICS

DURATION: 14 Periods

Competency: The learner develops graphical concepts for simulations using hand or computer aided designing to serve various purposes.

Learning Outcome The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
explore and experiment with various ways of expressing ideas using different graphic techniques to serve different purposes. (k, u, s, gs)	a) Collaboratively or individually, learners conduct research from the available sources (<i>such as the library, the Internet, markets, interviews</i>) and identify a theme to guide their creative process as they consider the problem to be solved and the target audience. b) Learners start the ideation process by developing images that suit their imaginations for the task/theme through sketching. c) i) Learners experiment with tones and colour to capture the simulations of the graphic images. The image developed could be enhanced with scanned work or an illustration. ii) Learners develop concepts by eliminating the unwanted creations, enhance the work to show areas of immediate impact by either exaggeration or magnifying to the required size. d) Individually, learners produce the final product using either free-hand drawing or computer-aided design. e) Individually, the learner organises a folder for the graphic work.	a) i) Observe the learner’s ability to: <ul style="list-style-type: none"> • work in teams/groups. • listen to one another. • contribute to the discussion. ii) Assess the learners’ theme with regard to: <ul style="list-style-type: none"> • problem-based learning. • the target audience. b) Assess the learners’ sketches in terms of: <ul style="list-style-type: none"> • depiction of a theme. • progression of the ideation process. c) Assess individual learners’ originality and creativity with regard to: <ul style="list-style-type: none"> i) the development of ideas (sketches) into final artwork. ii) precision and finish. d) Observe the learner’s ability to use appropriate technologies to produce the final work with regard to: <ul style="list-style-type: none"> i) a message. ii) the use of elements and principles. iii) the use of materials and tools or appropriate software. e) Assess the learner’s folder with regard to coherence and consistency.

THEME 3: CRAFTS B II

TOPIC 3.6: PORTFOLIO MAKING AND ART EXHIBITION

DURATION: 06 Periods

Competency: The learner presents artworks in a portfolio showing the production process for assessment and public viewing.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) create a portfolio with visual arts as evidence of work and achievement over a specified period of time. (k, u, s) b) present and exhibit the artworks to an audience. (k, u, s, v, a)	a) Individually, learners document the creative process in a portfolio by: <ol style="list-style-type: none"> i) compiling personal artworks (trials and the final works). ii) selecting the main artworks done as classroom tasks. iii) arranging the artworks in order of production and development (e.g. research ideas, notes, final work, journals, photographs) that reflect all that was experienced and learnt. iv) alphabetically compiling a glossary of technical words met throughout the DURATION of work. v) listing references at the end of the portfolio. (This is a list of the sources from which the research and information was taken for the portfolio.) vi) writing a statement of what was intended and how it was done throughout the period of learning. (This should appear first to guide the viewer of the portfolio.) vii) creating a cover design reflecting and revealing what is expected in the portfolio. viii) presenting the finished portfolio to an audience. <ul style="list-style-type: none"> • Where possible, learners present the e/digital portfolio b) Individually, the learner prepares and presents the finished own 2D and 3D artworks for display (<i>trimming, mounting, labelling, polishing, framing, creating pedestals</i>).	a) Assess learner’s presentation of a portfolio with regard to: <ol style="list-style-type: none"> i) the portfolio cover design. ii) selection and arrangement of suitable artworks (<i>with accompanying notes and sketches</i>). iii) the glossary. iv) the reference. b) If the e/digital portfolio is used, assess the learner’s ability to use the available technologies to achieve the above components. c. Assess the presentation styles of the learner’s work regarding: <ul style="list-style-type: none"> • trimming. • mounting. • labelling. • polishing. • framing. • creating pedestals.

THEME 4: HISTORY AND APPRECIATION OF ART II

TOPIC 4.5: ART IN SOCIETY

DURATION: 06 Periods

Competency: The learner applies marketing skills of artworks using social, cultural and commercial attributes for survival in society.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) demonstrate an understanding of the role of visual arts in society. (k, s, u, v) b) examine opportunities for integrating and marketing art in society. (k, s, u, v, a)	a) In groups, learners reflect on: <ul style="list-style-type: none"> i) diverse traditions and societal values and discuss their impact on art making. ii) the various functions of artworks in society and how they contribute to and belong to the traditions (e.g. <i>advertising, religious, satirical, ceremonial</i>) and make a documentation. b) Learners collaboratively: <ul style="list-style-type: none"> i) evaluate the roles of art in society (<i>to engage, entertain, transmit culture and values and to sell</i>) envisaging personal, career pathways and opportunities to sell their artworks (<i>costing, valuing and pricing</i>) and/or applying art in other occupations (<i>architecture, advertising and leisure activities</i>). ii) give a presentation to a given audience, demonstrate an understanding of entrepreneurship in art as a business entity (<i>marketing strategies, sales management, digital marketing, business strategies and communication</i>). 	a) Assess the learner's write-up with regard to: <ul style="list-style-type: none"> i) language (<i>appropriateness to the topic, vocabulary, structure and punctuations</i>). ii) coherence (<i>logical flow of ideas, explanation of the ideas, illustration with examples</i>). b) i) Converse with learners, prompting them to describe and justify their likes, choice and value attached to different careers in art. ii) Observe and assess the learner's presentation with regard to costing, valuing and pricing.

3.0 ASSESSMENT

3.1 Assessing Art and Design

This Advanced Secondary Curriculum sets new expectations for learning, with a shift from Objectives to Learning Outcomes that focus mainly on the application of knowledge and deeper learning that leads to the acquisition of skills. These Learning Outcomes require a different approach to assessment. The “Learning Outcomes” in the syllabi are set out in terms of Knowledge, Understanding, Skills, Values and Attitudes. This is what is referred to by the letters k, u, s v & a.

It is not possible to assess values and attitudes in the same way as knowledge, understanding, and skills because they are more personal and variable, and are long-term aspirations. This does not mean that values and attitudes are not important or cannot be assessed. They too can be assessed but not easily done through tests and examinations. Values and attitudes can be assessed over a period of time through observing and having interactions with the learner.

To assess knowledge and its application, understanding, and skills, we need to look for different things. Knowledge can be assessed to some extent through written tests, but the assessment of skills, application of what is learnt, and deeper understanding requires different approaches. Because of this, the role of the teacher in assessment becomes much more important. This section focuses on knowledge, understanding, and skills.

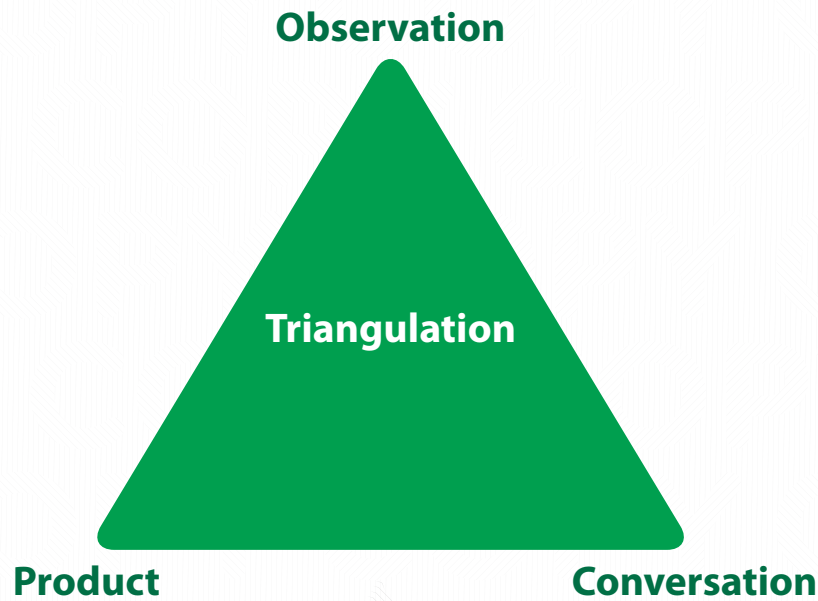
3.2 Formative Assessment

In this curriculum, the teacher’s role in assessment is not only to write tests for the learner but also to make a professional judgment about the learner’s learning during the teaching and learning process. The professional judgment is about how far the learner achieves the Learning Outcomes that are set out in this syllabus. To make these judgments the teacher needs to look at how well the learner is performing in terms of each Learning Outcome.

The formative assessment opportunities occur in three forms. They can be done through:

- Observation – watching learners working (appropriate for assessing skills, values and attitudes).
- Conversation – asking questions and talking to learners (appropriate for assessing knowledge and understanding).
- Product – appraising the learner’s work (writing, reporting, translating, calculating, presenting diagrams, models and maps, drawing, painting etc). In this context, a “product” is seen as something physical and permanent that the teacher can keep and look at.

When all the three are used, the information from any one can be checked against the other two forms of assessment opportunity (e.g. evidence from “observation” can be checked against evidence from “conversation” and “product”). This is often referred to as “triangulation”.



3.3 Assessing Generic Skills

The Generic Skills have been built into the syllabuses and are part of the Learning Outcomes. It is, therefore, not necessary to assess them separately. It is the increasingly complex context of the subject content that provides progression in the Generic Skills, and so they are assessed as part of the subject Learning Outcomes.

3.4 Assessing Values

It is not possible to assess values and attitudes in the same way as knowledge, understanding and skills, because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess through tests and examinations. However, values and attitudes can be assessed over a long period of time through observation and interactions.

3.5 Assessment of Project

Project-based learning is a teaching method in which learners or participants gain knowledge and skills by engaging for an extended period of time to investigate and respond to an authentic challenge. The task must have a driving question and it involves sustained inquiry.

Project-based learning is assessed using a rubric and an observation checklist.

3.6 Examinations

There will be only one school-based summative assessment at the end of each academic year. Examinations or tests will not be set at the beginning and end of every term. Instead, a summing up of ongoing teacher assessments made in the context of learning through activities and work in a portfolio will be required. The learners will also be subjected to the end-of-cycle assessment for certification. Details on the end-of-cycle assessment are provided in the assessment guidelines document.

3.7 Record Keeping

In Competency-based Learning, accurate and comprehensive record-keeping is crucial to track learners' progress and achievements. Therefore, the teacher and school must keep accurate records of learners' achievement, especially during the Extended Essay writing in Senior Six. Various assessment tools and strategies are employed to capture learners' demonstration of abilities and achievements, including observation checklists, rubrics, and scoring grids. These tools provide a holistic picture of learners' strengths, weaknesses, and areas for improvement. The collected data and evidence from these assessments are correctly recorded and maintained in learners' files, portfolios and anecdotal notes.



Glossary of Key Terms

Term	Definition
competency curriculum	One in which learners develop the ability to apply their learning with confidence in a range of situations.
differentiation	The design or adaptation of learning experiences to suit an individual learner's needs, strengths, preferences, and abilities.
formative assessment	The process of judging a learner's performance, by interpreting the responses to tasks, in order to gauge progress and inform subsequent learning steps.
generic skills	Skills which are deployed in all subjects, and which enhance the learning of those subjects. These skills also equip young people for work and for life.
inclusion	An approach to planning learning experiences which allows each learner to feel confident, respected, safe and equipped to learn to his or her full potential.
learning outcome	A statement which specifies what the learner should know, understand, or be able to do within a particular aspect of a subject.
portfolio	A collection of an artist's work (drawings, documents etc.) intended to showcase the progress and production of an artwork.
process skill	A capability acquired by following the programme of study in a particular Learning Area; enables a learner to apply the knowledge and understanding of the Learning Area.
prototype	A sample of a work of art that is used to test concepts and gather feedback before final production.
sample assessment activity	An activity which gives a learner the opportunity to show the extent to which s/he has achieved the Learning Outcomes. This is usually part of the normal teaching and learning process, and not something extra at the end of a topic.
suggested learning activity	An aspect of the normal teaching and learning process that will enable a formative assessment to be made.

Appendix: Equipment, Tools and Consumables for the Teaching of Art and Design

- i) Brushes
- ii) Carving toolbox
- iii) Clay
- iv) Computers with design programs
- v) Cutters
- vi) Drawing tools (nibs, pencils, charcoal, coloured pencils)
- vii) Dyes
- viii) Fibres
- ix) Hammers
- x) Handsaw
- xi) Hard paper
- xii) Inking roller
- xiii) Linoleum block cutting tool set
- xiv) Paper (different types and grammage)
- xv) Pieces of cloth
- xvi) Poster colours and Inks
- xvii) Sketchpads and note books
- xviii) Softwood
- xix) Squeegees
- xx) Potter's wheel
- xxi) Wires
- xxii) Drawing boards
- xxiii) Painting easels
- xxiv) Threads
- xxv) Tracing/painting tables
- xxvi) Water-based colours
- xxvii) Printing paste



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