

MINISTRY OF EDUCATION, SCIENCE AND SPORTS



REPUBLIC OF GHANA

TEACHING SYLLABUS FOR GENERAL KNOWLEDGE IN ART (Senior High School 2 - 4)

Enquiries and comments on this syllabus should be addressed to:

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

Tel: 021-683651
021-683668

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TEACHING SYLLABUS FOR GENERAL KNOWLEDGE IN ART

RATIONALE FOR TEACHING GENERAL KNOWLEDGE IN ART

General Knowledge in Art (GKA) is a composite subject made up of Art History, Appreciation and general art concepts. These subjects are teased out from all the Visual Arts subjects studied at the Senior High School (SHS) level. The rationale is to provide the student of visual art broad based knowledge and skills in the theory and practice of visual art. The theory component of GKA is to broaden the student's scope of vocabulary and to equip him/her with the requisite communication skills that would enable them to talk knowledgeably in the subject.

The practical component serves to reinforce through planned repetition what is being learned in the individual subject syllabuses in visual art. Collectively, the objective is to predispose the senior high school student to the love for the appreciation of the cultural and aesthetic values of Ghanaian arts. Love for the cultural and aesthetic values has the capacity to reinforce development of affective domains of learning and encourage development of patriotism, national pride and self esteem in students.

In the socio-economic development of Ghana, there is the need to study the history of artistic development of selected societies and the role that art played in their development. Advances in Visual Arts have made an impact on the economic development of nations and improved the quality of life in most parts of the world. A critical issue for us is to help our young people to develop their skills and capabilities to contribute significantly to the development preservation and promotion of Ghanaian art forms through their education and training.

GENERAL AIMS

The syllabus is designed to help the student to:

1. appreciate art as an integral part of living.
2. develop pride, confidence and patriotism through appreciation of their own art creations.
3. develop the capacity for creativity through exposure to variety of art activities using traditional and contemporary tools and materials.
4. be visually literate in skills, competencies and in modes of art appreciation and criticism.
5. be exposed to the philosophical, anthropological and religious values of art.
6. acquire perceptual and analytical skills through art experience and the processes of self-expression and communication.
7. develop the ability to harmonize opposing ideas, contradictions and inconsistencies to design and make art works
8. be aware of the variety of vocations available in the field of art and opt to chose a career in the field of art.
9. acquire basic entrepreneurial skills for self employment
10. develop skills in the use of the computer to design and make artworks.

SCOPE OF CONTENT

This course covers the history, principles and practice of Visual Art as a vocation. The scope of Visual Arts has been designed in such a way as to provide adequate foundation for students who will pursue further education in art. The course also offers enough knowledge and skills to students terminating their education at the end of Senior High School.

PRE-REQUISITE SKILLS AND ALLIED SUBJECTS

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

General Knowledge in Art is compulsory, but the following electives are optional; Basketry, Ceramics, Graphic Design, Jewellery, Leatherwork, Picturemaking, Sculpture and Textiles.

ORGANISATION OF THE SYLLABUS

The General Knowledge in Art syllabus has been structured to cover three years of Senior High School. Each year's work consists of a number of sections and units. The structure and organization of the General Knowledge in Art syllabus is as follows:

ORGANISATION AND STRUCTURE OF THE GENERAL KNOWLEDGE-IN-ART SYLLABUS

SHS 2	SHS 3	SHS 4
<p>SECTION 1: INTRODUCTION TO VISUAL ARTS EDUCATION (p. 1 – 2) Unit 1 Rationale for Visual Arts Education i. Concepts of Arts ii. Concept of General Knowledge in Arts iii. Art in National Development</p> <p>SECTION 2: BASIC DRAWING (p. 3 – 4) Unit 1 Exploration of tools, materials and shading techniques. Unit 2 Study of natural and man-made objects Unit 3 Idea development and drawing</p> <p>SECTION 3: PRE-HISTORIC AND ANCIENT ART (p. 5 – 6) Unit 1 Pre-historic art: Paleolithic, Mesolithic and Neolithic Unit 2 Ancient art: Egyptian Art</p>	<p>SECTION 1: AFRICAN ART (p. 14 – 16) Unit 1 Philosophy of African Art Unit 2 Indigenous African Art Unit 3 Contemporary/Current African Art</p> <p>SECTION 2: GHANAIAN ART AND ARTISTS (p. 17 – 18) Unit 1 Indigenous art forms and artists Unit 2 Contemporary/Current Art forms and artists Unit 3 Form, Symbolism and Functions of Art</p> <p>SECTION 3: DRAWING FOR COMPOSITION (p. 19 – 21) Unit 1 Idea development for composition Unit 2 Analytical study from objects Unit 3 Perspective Unit 4 Figure Drawing Unit 5 Composition and Design Unit 6 Drawing for Communication Unit 7 Portfolio Building</p> <p>SECTION 4: PRODUCT DESIGN (p. 22 – 23) Unit 1 Production by hand Unit 2 The design process</p>	<p>SECTION 1: ART AND COMMUNITY SERVICE (p. 33 – 35) Unit 1 Functions of Art in the Community Unit 2 Art and Tourism</p> <p>SECTION 2: PROJECT WORK (p. 36 – 37) Unit 1 Project in 2-dimensional Art Unit 2 Project in 3-dimensional Art</p> <p>SECTION 3: ART APPRECIATION AND MODERN ART (p. 38 – 41) Unit 1 Art Appreciation Unit 2 Modern Art</p> <p>SECTION 4: ENTREPRENEURIAL SKILLS (p. 42 – 44) Unit 1 Exhibition Unit 2 Enterprises in Visual Arts</p> <p>SECTION 5: MANAGING AN ENTERPRISE (p. 45 – 53) Unit 1 Managing an Enterprise Unit 2 Costing, Pricing and Marketing</p> <p>REFERENCES: (p. 54 – 55)</p>

SHS 2	SHS 3	SHS 4
<p>SECTION 4: INTRODUCTION TO BASIC DESIGN (p. 7 – 9)</p> <p>Unit 1 i. Elements of design ii. Creating elements from the environment iii. Principles of design iv. Organisation of design v. Introduction to colour vi. The colour wheel vii. Colour terminology viii. Mixing colours ix. Tints and shades x. Colour psychology</p> <p>SECTION 5: INTRODUCTION TO DESIGN AND TECHNOLOGY (p. 10 – 13)</p> <p>Unit 1 Design and Technology process Unit 2 Computer as a tool for Art Unit 3 Two and Three Dimensional Composition Unit 4 Three Dimensional Art Unit 5 Printmaking</p>	<p>SECTION 5: INTRODUCTION TO LETTERING (p. 24 – 26)</p> <p>Unit 1 Block Lettering Unit 2 Broad pen Lettering Unit 3 Gothic Lettering Unit 4 Roman Lettering Unit 5 Lettering for Communication</p> <p>SECTION 6: COLOUR WORK (p. 27 – 28)</p> <p>Unit 1 Colour mixing Unit 2 Ghanaian Colour Concepts</p> <p>SECTION 7: SCREEN PRINTING (p. 29 – 30)</p> <p>Unit 1 Identification of tools, materials and equipment Unit 2 Design process Unit 3 Printing</p> <p>SECTION 8: GREEK, RENAISSANCE, ORIENTAL AND OCEANIC ART (p. 31 – 32)</p> <p>Unit 1 Greek Art Unit 2 Renaissance Art Unit 3 Oriental Art Unit 4 Oceanic Art</p>	

TIME ALLOCATION

A school may offer as many Visual Arts subjects as possible for which teachers and resources are available. This will provide the student with a greater variety of Art subjects to choose from. Choice of subjects should be within the prescribed Scope of Content. Each student of Visual Arts is expected to choose THREE art subjects: General Knowledge (compulsory) and TWO other Art subjects. Each of the three subjects must be allocated seven periods per week.

For the (compulsory) General Knowledge in Art, it is suggested that two periods per week be allocated to Art History, Appreciation and General Concepts in Art, while five periods per week be allocated to the practical component. Each year's work should be planned according to three terms, but retaining the logical sequence of topics.

SUGGESTIONS FOR TEACHING THE SYLLABUS

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

General Objectives

General Objectives have been listed at the beginning of each section of the syllabus, that is, just below the theme of the section. The general objectives flow from the general aims for teaching General Knowledge in Art listed on page (ii) of this syllabus. The general objectives form the basis for the selection and organization of the unit topics. Read the general objectives very carefully before you start teaching. After teaching all the units, go back and read the general aims and general objectives again to be sure you have covered both of them adequately in the course of your teaching.

Sections and Units: Each section of the syllabus is divided into units, where a unit consists of a body of knowledge and skills that form a logical aspect of the section.

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

Column 2 - Specific Objectives: Column 2 shows the Specific Objectives for each unit. The 'specific objectives begin with numbers such as 1.2.2 or 2.2.1. These numbers are referred to as "Syllabus Reference Numbers. The first digit in the syllabus reference number refers to the section; the second digit refers to the unit, while the third digit refers to the rank order of the specific objective. For instance, 1.2.2 means: Section 1, Unit 2 (of Section 1) and Specific Objective 2. In other words, 1.2.2 refers to Specific Objective 2 of Unit 2 of Section 1. Similarly, the syllabus reference number 2.2.1 simply means Specific Objective number 1, of Unit 2 of Section 2.

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

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

As students begin work on activities of each lesson, the teacher should serve as a facilitator and motivate the students in various ways to sustain their interest. As much as possible, resource persons may be invited to carry out demonstrations and talk about their work to the class. Field trips may be organized to the community.

Column 3 - Content: The third column the "content" of the syllabus presents a selected body of information that you will need to use in teaching the particular unit. In some cases, the content presented is quite exhaustive. In some other cases, you could add more information to the content presented. In any case, try to find more information through reading and personal investigations, to add to the content provided. The use of resource persons will in many cases, help to provide your class with more information and skills. The column also suggests tools and materials that can be used for the unit or lesson.

Column 4 -Teaching and Learning Activities (T/LA): T/LA that will ensure maximum student participation in the lessons is presented in Column 4. The teaching of this subject should be activity oriented. The major portion of class work and other assignments should emphasize practice. Group work and other participatory methods should be emphasized in the teaching and learning process. In this particular subject, students are expected to acquire valuable basic practical skills to serve as a foundation for further skill development. Observe and also ensure that students exhibit skills and values in their behaviour and in creative activities.

Column 5 - Evaluation: Suggestions and exercises for evaluating the lessons of each unit are indicated in Column 5. Evaluation exercises can be in the form of oral questions, quizzes, class assignments (e.g., designing and drawing), project work; etc. Try to ask questions and set tasks and assignments that will challenge your students to apply their knowledge to issues and problems that will engage them in creating new and original items, and developing positive attitudes as a result of having undergone instruction in this subject. Evaluation should also include observation of processes students go through in performing various activities, and the products students make. Processes and products are both equally important and need observation and correction. The suggested evaluation tasks are not exhaustive. You are encouraged to develop other creative evaluation tasks to ensure that students have mastered the instruction and behaviours implied in the specific objectives of each unit.

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

PROFILE DIMENSIONS

Profile dimensions describe the underlying behaviours or abilities students are expected to acquire as a result of having gone through a period of instruction. Each of the specific objectives in this syllabus contains an action verb that specifies the type of learning or skill that the student should acquire by the end of the instructional period. A specific objective as follows: The student will be able to describe ...etc. contains an action verb "describe" that indicates what the student will be able to do after teaching and learning have taken place. Being able to describe something after the instruction has been completed means that the student has acquired knowledge. Being able to explain, summarise, give examples, etc. means that the student has understood the lesson taught. Similarly, being able to develop, plan, construct, etc. means that the student can apply or use the knowledge acquired in some new context. Each of the action verbs in the specific objectives of the syllabus describes the behaviour the student will be able to demonstrate after the instruction. Knowledge, Application, etc. are dimensions that should be the prime focus of teaching, learning and assessment in schools.

As already stated, profile dimensions describe the underlying behaviours for teaching, learning and assessment. In Visual Arts, the three profile dimensions that have been specified for teaching, learning and testing are:

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

Each of the dimensions has been given a percentage weight that should be reflected in teaching, learning and testing. The weights indicated on the right of the dimensions show the relative emphasis that the teacher should give in the teaching, learning and testing processes at the Senior High School level. Combining the three dimensions in the teaching and learning process will ensure that Vocational Skills is taught and studied not only at the cognitive level, but will also ensure practical skill development on the part of students. Note that "practical skills" has been given 40% of the teaching and learning time to emphasize the point that the orientation in Vocational Skills is more toward the acquisition of practical vocational skills at the SHS level.

The explanation of the key words involved in each of the profile dimensions is as follows:

Knowledge and Understanding (KU)

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

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

Application of Knowledge (AK)

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

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

Analysis The ability to:
Break down materials into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points etc, recognize unstated assumptions and logical facilities, recognize inferences from facts etc.

Synthesis The ability to:
Put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, design, organize, create, generate, discuss etc.

Evaluation The ability to:
appraise, compare features of different things and make comments or judgments, contrast, criticize, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some materials based on some criteria.

Practical Skills (PS)

Practical skills involve pre-imaging to solve practical problems, demonstration of manipulative skills using tools/equipment and materials to carry out practical operations. The teaching and assessment of practical skills should involve projects and creative practical tasks.

"Practical Skills" is given 40 per cent of the teaching, learning and testing time to emphasize the point that General Knowledge in Art is more toward the acquisition of practical skills at the SHS level. The remaining 40 per cent can be used for theoretical aspect involving acquisition of knowledge and understanding.

Skills required for effective practical work are the following:

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

Tools/Equipment/Material Handling: Students should be able to handle and use tools/equipment/materials properly for practical work to acquire the needed manual skills.

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

Craftsmanship/Draftsmanship: This involves the skilful and efficient handling of materials and tools for accomplishing specific tasks according to the level of the students.

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

Originality/Creativity Students should be encouraged to be creative or original and be able to use new methods in carrying out projects. Encourage them to be original in making works of art and not copy existing work. You can help them to be creative and original by encouraging any little creative effort, technique and product they may develop.

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

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

Assessing Practical Skills

The following criteria are commended for assessing items produced by students:

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

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

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

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

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

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

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

FORM OF ASSESSMENT

It is important that both instruction and assessment be based on the specified profile dimensions. In developing assessment procedures, try to select specific objectives in such a way that you will be able to assess a representative sample of the syllabus objectives. Each specific objective in the syllabus is considered a criterion to be achieved by the student. When you develop a test that consists of items or questions that are based on a representative sample of the specific objectives taught, the test is referred to as a “Criterion-Referenced Test.” In many cases, a teacher cannot test all the objectives taught in a term, in a year, etc. The assessment procedure you use, i.e. class tests, homework, projects, etc. must be developed in such a way that it will consist of a sample of the important objectives taught over a period.

The example below shows an examination consisting of two papers: Paper 1 and Paper 2. Paper 1 will usually be an objective-type paper; Paper 2 will consist of structured questions, essentially testing “Application of Knowledge,” but also consisting of some questions on “Knowledge and Understanding.” Paper 2 will be the practical test paper. The SBA will be based on all the three dimensions. The distribution of marks for the objective test items, structured questions, the practical questions paper, and the SBA should be in line with the weights of the profile dimensions already indicated and as shown in the table below.

Distribution of Examination Paper Weights and Marks

Dimensions	Paper 1A (Objective Test)	Paper 1B (Structured Question Paper)	Paper 2 (Practical Test Paper)	School Based Assessment (SBA)	Total Marks	% Weight of Dimensions
Knowledge and Understanding	30	20	-	10	60	25
Application of Knowledge	10	30	-	24	84	35
Practical Skills	-	-	80	36	96	40
Total Marks	40	50	80	70	240	100
% Contribution of Papers	17	20	33	30	100	100

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

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

PERFORMANCE STANDARD: The performance standard for all activities in the General Knowledge in Art should be 70 – 80 percent.

THE TERMINAL EXAMINATION

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

General Knowledge in Art (Compulsory) And All Elective Subjects

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

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

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

Paper 2: Practical Test For All Visual Arts Subjects:

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

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

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

Other considerations in evaluation and assessment include evaluation of art work and art appreciation. These are considered below.

What to look for in an Art work Evaluation:

The following may be used as a checklist for evaluating art works;

- a) Creativity, originality, innovation;
- b) Mastery in the use of tools and materials;
- c) Design: composition of elements and principles;
- d) Technical competence in draughtsmanship and craftsmanship;
- e) Uses and relevance of artefact to society/community.

Suggested Procedures for Art Appreciation:

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

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

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

- a) identification, discussion, care and testing of tools and materials,
- b) preliminary designing and sketch-models,
- c) translation of designs and sketch-models into art works,
- d) construction of the articles,
- e) decoration and finishing,
- f) discussion of uses/relevance of the article(s).

GUIDELINES FOR SCHOOL-BASED ASSESSMENT (SBA)

School Based Assessment (SBA) system, formerly referred to as continuous assessment will be introduced into the Senior High School from September, 2009. SBA is a very effective system for teaching and learning if carried out properly. The new SBA system is designed to provide schools with an internal assessment system that will help schools to achieve the following purposes:

- o Standardize the practice of internal school-based assessment in all schools in the country
- o Provide reduced assessment tasks for subjects studied at each of the school levels
- o Provide teachers with guidelines for constructing assessment items/questions and other assessment tasks
- o Introduce standards of achievement in each subject and in each class of the school system
- o Provide guidance in marking and grading of test items/questions and other assessment tasks
- o Introduce a system of moderation that will ensure accuracy and reliability of teachers' marks
- o Provide teachers with advice on how to conduct remedial instruction on difficult areas of the syllabus to improve class performance.

The arrangements for School Based Assessment may be grouped in categories as follows: Projects, Class Tests, homework and Terminal Test.

1. Projects: These are tasks assigned to students to be completed over an extended time.

These will include the following:

- i) practical work
- ii) experiments
- iii) investigative study (including case study)

A report must be written for each project undertaken.

2. Class Tests These will essentially consist of written assignments covering topics/units completed at some specific period within the term.

3. Home Work: This is an assignment to be completed within a day or a couple of days. Homework may consist of essays, summaries, and other problems to be solved.

4. End-of-Term Examination:

The end-of-term examination is a summative assessment system and should consist of the knowledge and skills students have acquired in the term. The end-of-term test for Term 3 should be composed of items/questions based on the specific objectives studied over the three terms, using a different weighting system such as to reflect the importance of the work done in each term in appropriate proportions. For example, a teacher may build an end-of-term test in such a way that it would consist of the 20% of the objectives studied in Term 1, 20% of objectives studied in Term 2 and 60% of objectives studied in Term 3.

Senior High Schools will be provided with information on the structure of the new SBA by the middle of 2009.

Combining SBA marks and End-of-Term Examination Marks

The new SBA system is important in raising student's school performance. For this reason, the 150 marks for SBA is scaled to 50. The total marks for end-of-term test will also be scaled down 50 before adding the SBA marks and end-of-term examination marks to determine students' end of term results. SBA and end-of-term marks will hence be combined in equal proportions of 50:50. The equal proportions will affect only assessment in the school system. It will not affect the SBA mark proportion of 30% used by WAEC for determining examination results at the WASSCE.

GRADING PROCEDURE

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

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

In marking your class examination scripts, it is very important that you develop a marking scheme. A marking scheme, consists of the points for the best answer you expect for each question, and the marks allocated for each point raised by the student as well as the total marks for the question. For instance, if a question carries 20 marks, and you expect 6 points in the best answer, you could allocate 3 marks or part of it (depending upon the quality of the points raised by the student) to each point, hence totaling 18 marks, and then give the remaining 2 marks or part of it for organisation of the answer. For objective test papers you may develop an answer key to speed up the marking.

In assigning grades to students' test results; you may apply the above grade boundaries and the descriptors, which indicate the meaning of each grade. The grade descriptor for Grade A, with a mark of 80% and above, is "Excellent." The grade boundaries are also referred to as grade cut-of scores. For instance, the grade cut-off score for a B grade is 70% from the Grade Boundary. When you adopt a fixed cut-off score grading system as in this example, you are using the criterion-referenced grading system. By this system a student must make a specified score to be awarded the requisite grade. This system of grading challenges students to study harder to earn better grades. It is thus a very useful system for grading achievement tests.

SENIOR HIGH SCHOOL - YEAR 2

SECTION 1

INTRODUCTION TO VISUAL ARTS EDUCATION

General Objectives: The student will:

1. be aware of the concepts of art and the role of visual art in national development.
2. acquire requisite vocabulary and understanding for various art disciplines.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>RATIONALE FOR VISUAL ARTS EDUCATION</p> <p>i) Concepts of Arts</p>	<p>The student will be able to:</p> <p>1.1.1 explain concepts of Art and the role of Art in socio-economic development.</p>	<p>Concepts of Visual Arts Scope of Visual Arts Visual Arts as vocations.</p> <p>Visual Arts: - creative products perceived with the sense of sight, touch and can arouse emotion.</p> <p>Scope of Visual Arts - Visual Art cover painting, sculpture, ceramics, textiles, graphic design, jewellery, etc.</p> <p>Visual Arts as Vocations - a means of life-long employment</p>	<p>Students brainstorm to bring out the meaning of Art.</p> <p>Discuss the role of art in personal life, and socio-economic development e.g.</p> <ol style="list-style-type: none"> i. Art fosters creativity ii. Helps in learning about cultural heritage iii. Provides creative education of mind, heart and hands iv. Provides knowledge about aesthetics v. Projects national and personal identity. vi. Helps develop subjective thinking for cordial human relationships. vii. Promotes cognitive, psychomotor and affective modes of development viii. Art is used to correct physical, psychological and emotional growth deficiencies (therapy) 	<p><u>Assignment</u></p> <ul style="list-style-type: none"> - list areas of Visual Arts and relate their roles to everyday life events. - find out and write reports on the role of Visual Arts in the following: <ul style="list-style-type: none"> - development of cottage industries - export promotion - employment - promotion of culture - poverty (reduction) - the life of the handicapped persons

NOTE: 1. Teach relevant art terms along with each topic.
2. Satisfy Profile dimensions in relation to each topic through the teaching/learning and assessment activities.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) RATIONALE FOR VISUAL ARTS EDUCATION ii) Concept of General Knowledge in Art iii) Art in National Development	<p>The student will be able to:</p> <p>1.1.2 explain the concept of General Knowledge in Art.</p> <p>1.1.3 explain the role or relevance of indigenous Art in national development and analyse Ghanaian attitudes to Visual Arts.</p> <p>1.1.4 explain the need to develop positive attitudes to Ghanaian arts.</p>	<p>Concept of General Knowledge in Art.</p> <ul style="list-style-type: none"> - a composite of the basic knowledge in all Visual Arts subjects including Art History and Appreciation. <p>Indigenous arts in society.</p> <p>Public attitude to Ghanaian Arts in society</p> <p>positive and negative attitudes of</p> <ul style="list-style-type: none"> - government - intellectuals - general public - art dealers - heads of schools <ul style="list-style-type: none"> - Attitude and appreciation of Ghanaian art and artists. - The creative needs of Ghana and the artistic demands of the society, e.g. designers of adverts, packages, textiles, buildings etc. 	<ul style="list-style-type: none"> ix. Provides avenue for development of local materials cottage and small-scale industries. x. Visual Arts and employment non-traditional export, tourism, recreation. xi. Poverty reduction etc. <p>Discuss the various fundamental knowledge and skills in all branches of Visual Arts and their relevance to the holistic education of the individual.</p> <p>Assist students to discuss the role played by the indigenous arts in society.</p> <p>Guide students to identify and analyse attitudes of the following groups on art</p> <ul style="list-style-type: none"> - government - heads of schools - intellectuals - general public - art dealers <p>Assist students to discuss the uses of Ghanaian artefacts in everyday life. Students to collect artefacts for appreciation.</p> <p>Discuss how to develop and promote positive attitude for Visual Arts.</p> <p>Organise visits to museums, galleries, curio shops, exhibitions, fairs, etc., and write findings on visits.</p> <p>Discuss how to patronise Visual Arts e.g. Sculpture, Painting, Pottery and Ceramics.</p>	<p>Students to:</p> <p>compile list of Visual Art vocations.</p> <p>discuss how holistic education is obtainable in education through Art.</p> <p>write a summary of the importance of art in Ghana.</p> <p>analyse some positive and negative attitudes to art by various groups and suggest remedies</p> <p>debate on the importance of Visual Arts.</p>

SENIOR HIGH SCHOOL - YEAR 2

SECTION 2

BASIC DRAWING

General Objectives: The student will:

1. appreciate the importance and purpose of drawing.
2. identify different tools and materials for drawing and experiment with them.
3. acquire skills in different techniques of drawing and shading and develop ideas from the environment.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 BASIC DRAWING i) Exploration of tools and materials	The student will be able to: 2.1.1 explain the meaning and importance of drawing. 2.1.2 identify and experiment with tools and materials, different drawing techniques.	Drawing. The act of making visual marks or images on surfaces using appropriate medium. Purpose of drawing – as a preliminary study, illustration, recording and expression of ideas. <u>Drawing techniques</u> - sketch drawing - descriptive drawing - tonal drawing <u>Sketch drawing</u> – Simple line drawing showing different line qualities. <u>Descriptive drawing</u> – depicts recognizable detailed natural or realistic forms. <u>Tonal drawing</u> – involves using light and shade (tonal values) rendering to define form.	Discuss the meaning and importance of drawing. Assemble different drawing surfaces and media. Let students make and create images using different types of lines e.g. thin, broad, straight, curvy, wavy, zigzag, broken, faint. NOTE: Insist on correct handling of drawing tools e.g. pencil. (use tip and side of lead). Guide students to experiment with the different drawing techniques. Practise drawing an object by looking and drawing simultaneously – looking at the object to be drawn and drawing it without looking on the paper.	Students to: - discuss nature of surfaces and their suitable media - different pressures on media and resultant line qualities. - display and appreciate their work on drawing techniques.

NOTE: 1. Teach relevant art terms along with each topic.
 2. Satisfy Profile dimensions in relation to each topic through the teaching/learning and assessment activities

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) BASIC DRAWING i) Exploration of tools and materials ii) Shading Techniques	The student will be able to: 2.1.3 care for and maintain drawing media. 2.1.4 explore shading techniques.	Care and maintenance of drawing media and materials. Shading techniques e.g. hatching, cross-hatching, shading and rubbing, stippling. Shading with vertical, horizontal and diagonal lines.	Discuss and demonstrate how tools and materials are cared for e.g. washing, repairing, sharpening, using them for right activity, good-storage practice. Demonstrate shading techniques using appropriate drawing tools, let students experiment in drawing and shading using dots, lines, shapes, texture etc. Demonstrate how to create tones in pencil and execute drawing in line and tone. Students apply shading techniques in different drawings.	Students to: - clean, repair and store media and materials. - draw different objects using lines, dots, texture tones etc. - display works for appreciation (discussion)
UNIT 2 STUDY OF NATURAL AND MAN-MADE OBJECTS	2.2.1 observe objects critically with the senses in preparation for drawing.	<ul style="list-style-type: none"> - observation of variety of objects noting their shapes, line quality, planes texture, colour and weight. - using the senses to touch, feel, smell, weigh, taste, observe, smell etc. 	Let students: <ul style="list-style-type: none"> - organise the collection of some objects from the environment for drawing. - practice outdoor and indoor close analytical study of natural and artificial objects by using the senses. 	<ul style="list-style-type: none"> - express the characteristics observed with the senses through drawing.
UNIT 3 IDEA DEVELOPMENT AND DRAWING	2.3.1 draw objects from ideas gathered from the environment.	Drawing from ideas from the environment. Analyse critically the drawn objects.	Demonstrate and guide students to: <ul style="list-style-type: none"> - draw objects step by step. - draw by recording minute details as closely as possible to the original object. 	<ul style="list-style-type: none"> - display works for discussion.

SENIOR HIGH SCHOOL - YEAR 2

SECTION 3

PREHISTORIC AND ANCIENT ART

General Objectives: The student will:

1. be exposed to Prehistoric Art and their functions.
2. appreciate the components and functions of Egyptian Art.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>PREHISTORIC ART</p> <p>i) Paleolithic ii) Mesolithic iii) Neolithic</p>	<p>The student will be able to:</p> <p>3.1.1 explain the beginnings of Prehistoric Art and identify their locations.</p> <p>3.1.2 explain the uses of prehistoric art.</p> <p>3.1.3 give reasons why humankind has the desire to be creative.</p>	<p>Beginnings, location of prehistoric art works and their development through the Paleolithic, Mesolithic and Neolithic periods, e.g. Kalari, Tebesti, Moroccan cave art in Africa.</p> <p>Use of Prehistoric Art in promoting aspects of living, e.g. hunting through sympathetic magic</p> <p>Creative desires of the caveman, reasons and purpose of creativity.</p> <ul style="list-style-type: none"> - Techniques, tools and materials used by the cave man/prehistoric man. 	<p>Discuss cave and rock art in terms of their beginning, location and relevance in providing religious and spiritual needs.</p> <p>Discuss prehistoric Art in terms of</p> <ul style="list-style-type: none"> - medium - technique - relation to life <p>Display copies of pictures of Prehistoric Art in class for discussion.</p> <p>Students brainstorm for reasons why humankind has the desire to be creative.</p> <p>Let students identify and describe tools, techniques and materials used by the caveman to create his art.</p>	<p><u>Assignment</u></p> <p>Draw a world map showing locations of Prehistoric Art.</p> <p>Students to:</p> <p>compare the uses of prehistoric art with the uses of Ghanaian art in terms of</p> <ul style="list-style-type: none"> - media - technique - relation to life <p>make a time-chart for Pre-historic Art.</p>

NOTE: 1. Teach relevant art terms along with each topic.
2. Satisfy Profile dimensions in relation to each topic through the teaching/learning and assessment activities.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 ANCIENT ART Egyptian Art	The student will be able to: 3.2.1 explain what constitute Egyptian Art, and the relevance of Egyptian Art in the development of World Art.	Characteristics of Egyptian Art. Relevance and influence of Egyptian Art on other cultures.	Discuss major characteristics of Egyptian Art - beliefs, philosophy Art processes, uses etc., emphasising the importance of Egyptian Art in the history and development of art of other cultures.	Students to: list major contribution of Egyptian Art. compare Ancient Egyptian Art with Prehistoric Art, i.e. <ul style="list-style-type: none"> - philosophy - techniques - functions

SENIOR HIGH SCHOOL - YEAR 2

SECTION 4

INTRODUCTION TO BASIC DESIGN

General Objectives: The student will:

1. understand elements and principles of design.
2. develop elements of design and organize them into a design.
3. be exposed to colour, the sources of colour and colouring relationship.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 BASIC DESIGN i. Elements of Design	The student will be able to: 4.1.1 identify and define elements of design	Elements of Design i. Elements - basic visual symbols used to create a work of art. ii. Elements of design - e.g. line, dot, shape, texture, colour. iii. Meaning of design - a planned organization of elements of design.	Identify and discuss elements of design e.g. line, plane, texture, shape, weight, volume, space and colour in the natural and man-made environment e.g. pebbles, seeds, fruits as dots, rivers, tree branches as lines, planes and surfaces, colour on objects.	Students to: identify and discuss elements of design found around the school compound.
ii. Creating Elements from the Environment	4.1.2 create elements of design with ideas derived from the natural and man-made environment.	Creating elements of design by various methods e.g. drawing, printing, rubbing, painting, spraying, scorching etc.	Organise students to identify and study natural and man-made objects in terms of dots, lines, shapes etc and write their observation. Organise the creation of the elements with appropriate methods.	create five elements of design using five different methods.
iii. Principles of Design	4.1.3 explain principles of design	Principles of design - guidelines for organizing basic visual symbols of an art work. E.g. unity, balance,, harmony, variety.	Identify, explain and list principles of design e.g. harmony, balance, unity etc. discuss the relevance of the principles in Art. Organise students to use elements to illustrate principles of design e.g. dots to show <u>unity</u> , lines to show <u>variety</u> .	

NOTE: 1. Teach relevant art terms along with each topic.
 2. Satisfy Profile dimensions in relation to each topic through the teaching/learning and assessment activities.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONT'D)</p> <p>BASIC DESIGN</p> <p>iv. Organisation of Design</p> <p>v. Introduction to colour</p> <p>vi. The colour wheel</p> <p>vii. Colour Terminology</p>	<p>The student will be able to:</p> <p>4.1.4 organise the elements according to principles of design.</p> <p>4.1.5 define colour.</p> <p>4.1.6 identify the sources of Colour.</p> <p>4.1.7 identify different colours and their relationship on the colour wheel and draw and paint the 12-point colour-wheel.</p> <p>4.1.8. explain colour terms</p>	<ul style="list-style-type: none"> - Organisation and application of elements of design into an art form. - Explanation of the principles of design as it applies in various combinations. <p>Definition of colour:</p> <ul style="list-style-type: none"> - a perception of reflected light rays <p>Sources of colour:</p> <ol style="list-style-type: none"> i. Natural ii. Artificial <p>The 12 point colour wheel. Identification of colours. e.g. primary, secondary, tertiary, warm, cool, etc. on the colour wheel.</p> <ul style="list-style-type: none"> - Making the 12 point colour wheel - Identifying colour relationships on the colour wheel. <p>- Colour terminology e.g. hue, tone, value, intensity, chrome, tint, monochrome, polychrome etc.</p>	<p>Discuss how to organize a design in terms of variety, harmony, unity, rhythm, balance, contrast, repetition, scale, proportion, dominance in two and three dimensional forms.</p> <ul style="list-style-type: none"> - Discuss colour as a component of light e.g. a ray of sunlight through a glass prism. <p>Let students:</p> <ul style="list-style-type: none"> - explore and identify sources of colour from the environment e.g. leaves, earth, sky, etc. <ul style="list-style-type: none"> - discuss the 12-point colour wheel and how various colours are obtained e.g. <ol style="list-style-type: none"> i. Primary ii. Secondary iii. Tertiary <p>Let students:</p> <ul style="list-style-type: none"> - explain differences in primary, secondary and tertiary colours, warm and cool colours. <p>Organise students to draw and paint the 12-point colour wheel.</p> <p>Discuss the colour relationship on the 12-point colour wheel.</p> <p>Discuss colour terminologies</p> <ul style="list-style-type: none"> - explain colour terms e.g. – Hue: name of colour - tone: variation between lightness and darkness. 	<p>Students to:</p> <ul style="list-style-type: none"> - organise elements of design according to the principles of design in two and three dimensional forms. - make a list of colours and associate them with nature. - display work for discussion. - list some terms and define them.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONT'D)</p> <p>BASIC DESIGN</p> <p>viii. Mixing colours (colour gradation)</p> <p>ix. Tints and Shades</p> <p>x. Colour psychology</p>	<p>The student will be able to:</p> <p>4.1.9 analyse the changes that occur when one colour is mixed with another.</p> <p>4.1.10 grade the hues of colours with black and white.</p> <p>4.1.11 identify colours according to their various sensations e.g. warm and cold sensations.</p>	<p>Colour mixing and their outcomes e.g. Blue and Black = Blue-black Red and Yellow =Orange</p> <p>Tints and shades Mixing white and a colour</p> <p>Mixing a colour with black</p> <p>White + colour = Tint</p> <p>Colour + black = Shade</p> <p><u>Warm</u> colours are those with red or yellow in them.</p> <p><u>Cool</u> colours are those with blue or green in them.</p> <p>Warm colours appear to advance i.e. come forward. Cool colours appear to recede i.e. go backwards.</p> <p>Warm colours are associated with the sun or fire, and suggest sensation of heat.</p> <p>Cool colours are associated with water or sky and suggest coolness.</p>	<p>Organise students to mix colours e.g. mixing primary colours to obtain secondary colours etc. and compare outcomes of mixtures.</p> <p>Students brainstorm: - to explain tints and shades. - the reasons for tinting and shading.</p> <p>Students to mix and paint tints and shades of colours.</p> <p>Organise students to design and paint repeat patterns with i. warm colours. ii. cool colours. iii. combination of warm and cool colours.</p> <p>Students to observe repeat patterns and describe their feelings/reactions.</p>	<p>Students to:</p> <p>mount works for discussion.</p> <p>display works for discussion on the use of colour psychology in everyday life.</p>

SENIOR HIGH SCHOOL - YEAR 2

SECTION 5

INTRODUCTION TO DESIGN AND TECHNOLOGY

General objectives: The student will:

1. understand the design and technology process and explain the steps involved.
2. appreciate the relationship between design and technology.
3. be exposed to the computer as an aid or tool in designing in Art.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>DESIGN AND TECHNOLOGY PROCESS</p>	<p>The student will be able to:</p> <p>5.1.1 apply the steps in the design and technology process to make items.</p>	<p>Design and technology process:</p> <ol style="list-style-type: none"> i. The problem identification ii. Definition of the problem iii. Investigation of the problem iv. Possible solutions v. Idea development vi. Preliminary designing/model making vii. Working drawing viii. Prototype/model ix. Production x. Evaluation 	<p>Discuss the need to design products. Explain the design process as listed in content.</p> <p>Give projects in the form of statements and let students go through the design and technology process and produce items using suitable techniques, tools and materials.</p>	<p>Students to:</p> <p>display works for appreciation and discuss, the strengths and weaknesses of the products.</p>
<p>UNIT 2</p> <p>COMPUTER AS A TOOL IN ART</p>	<p>5.2.1 identify parts of the computer and uses of the computer for art.</p>	<p>Introduction to computer components and functions of a computer relevant to art.</p> <p>Hardware e.g. Central Processing unit (CPU), monitor backwards, mouse.</p> <p>Software e.g. Programme Diskette (CD) etc.</p>	<p>Discuss and demonstrate functions of hardware and software components of the computer.</p> <p>Students to practise the handling, and use of the computer for artwork.</p>	<p>use the computer to draw basic shapes. e.g. circle, square, rectangle, oval, triangle.</p>

NOTE: 1. Teach relevant art terms along with each topic.
 2. Satisfy Profile dimensions in relation to each topic through the teaching/learning and assessment activities.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) THREE-DIMENSIONAL ART	<p>The student will be able to:</p> <p>5.4.2 describe tools and materials for 3-dimensional art.</p> <p>5.4.3 design and build 3-dimensional art forms with appropriate tools, materials and techniques.</p>	<p>Tools and materials e.g. chisel, gouges pliers, hammers, knives, awls, plant materials, etc.</p> <ul style="list-style-type: none"> - clay, plasticine (clay + oil/greese), plaster of Paris (POP) cement etc. - solid materials stone, wood, metal, ivory, etc. <p>Application of appropriate tools, materials and techniques in:</p> <ol style="list-style-type: none"> i. Modelling/casting ii. Assemblage/Construction iii. Carving iv. Casting v. Moulding/ Embossing. vi. Basketry vii. Leatherwork 	<p>Display a variety of tools and materials and classify according to uses.</p> <p>Explore, identify, design and produce simple tools for 3-dimensional art.</p> <ul style="list-style-type: none"> - identify local and foreign materials used for 3-dimensional art forms. <p>Organise students to explore tools, materials and techniques to produce 3-dimensional art forms.</p>	<p>Students to:</p> <p>display tools made and examine and evaluate their quality and suitability.</p> <p>exhibit products and conduct appreciation of them.</p>
UNIT 5 PRINTMAKING	<p>5.5.1 explain printmaking.</p> <p>5.5.2 explain printmaking as a means of communication.</p>	<p>Printmaking as transferring an inked image from one surface to another through the following:</p> <ol style="list-style-type: none"> i. relief printing ii. intaglio iii. lithography iv. serigraphy <p>Printmaking as a means of communication.</p>	<p>Students to brainstorm to come out with the definition for printmaking and list the different types.</p> <p>Students to print their initials using the stencilling method.</p> <p>Discuss printmaking as a means of communication e.g. banner, posters, etc. Students to identify prints and interpret messages they contain.</p>	<p>display prints for appreciation.</p> <p>list ten printed communication designs and produce one.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 5 (CONT'D)</p> <p>PRINTMAKING</p> <p>i) Direct Printing</p> <p>ii) Relief Printing</p>	<p>The student will be able to:</p> <p>5.5.3 identify ideas, tools and materials for printmaking.</p> <p>5.5.4 source ideas from the environment for printmaking.</p> <p>5.5.5 build low relief surfaces and make prints from them.</p>	<p>Ideas, tools and materials for printmaking.</p> <ul style="list-style-type: none"> - exploring the natural and man-made environment for ideas. <p><u>Direct printing</u> Making prints directly from existing surfaces e.g. coins, leaf, bottle tops.</p> <p><u>Relief printing</u> Building low relief surfaces on cardboard with leaves, seeds, etc. and printing from them.</p>	<p>Students to name and list sources of ideas and types of tools and materials e.g. <u>Tools:</u> cutting tools, cleaning tools etc. <u>Materials:</u> paper, paint etc.</p> <p>Organise simple direct printing from surfaces e.g. tree backs, leaves etc. use prints for book jackets, wrappers etc.</p> <p>Organise direct or relief prints into complete designs.</p> <p>Guide students to design and make pictorial and decorative prints by applying skills in design composition and colour work e.g. wrappers, book covers, wall hangings, wall papers etc.</p> <p>Note: Pay attention to arrangement/repeats</p>	<p>Students to:</p> <ul style="list-style-type: none"> - collect printing surfaces suitable for direct printing e.g. leaves, coins, seeds and est their suitability. <p>Look out for the quality of prints and assign reasons:</p> <ul style="list-style-type: none"> - poor pressure - insufficient printing paste - display prints for appreciation. <p>Students to:</p> <ul style="list-style-type: none"> - identify the strengths and weaknesses in their work for class discussion.

SENIOR HIGH SCHOOL - YEAR 3

SECTION 1 AFRICAN ART

General objectives: The student will:

1. be aware of the philosophical and cultural attributes that influence past and present African Art.
2. appreciate the contributions of indigenous and contemporary African Artists and their medium of expression.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 PHILOSOPHY OF AFRICAN ART	The student will be able to: 1.1.1 analyse the influence of religious beliefs on types of art and their functions. 1.1.2 describe how the art forms promoted religious beliefs and social needs. 1.1.3 explain the concept of art in indigenous African society.	The influence of religious beliefs on types of art forms and their functions. How the art forms promoted religious beliefs and social needs. The concept of art in the indigenous African society. Emphasise the functionality of African Art.	Assist students to: - Discuss the beliefs of the Africans : animism, magic, myth, rituals. - Identify and discuss the influence of the religious beliefs on types of art forms and their functions. - Identify various art forms and analyse how religious beliefs have influenced such art forms; the impact of these art forms on the society. - Arrange visits to any of the following places: (a) cultural centre (b) museum (c) palace of traditional ruler Students to: - Make list of artefacts seen and list their roles in society. - Discuss the concept of art and its aesthetic qualities.	Students to: - analyse the influence of religious beliefs on types of art and state the merits and demerits. - discuss Western perspectives on African religious beliefs and state the merits and demerits.

NOTE: 1. Teach relevant art terms along with each topic.
 2. Satisfy Profile dimensions in relation to each topic through the teaching/learning and assessment activities.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 INDIGENOUS AFRICAN ARTS	The student will be able to: 1.2.1 identify indigenous art forms in the African society. 1.2.2 identify the main characteristics of African arts.	The concept of art in indigenous African society. Types of African Art forms: - visual arts - performing arts - verbal arts. Main characteristics of indigenous African arts.	Assist students to: - discuss art as determined by values of the people - distinguish between art and craft - discuss art as integral part of life, etc. - explain methods of identifying art. <u>Visual:</u> basketry, pottery, etc. <u>Performing:</u> Dance, Drumming, Music <u>Verbal:</u> Dirges, story telling, etc. - identify the major characteristics of the arts: e.g. functional, symbolic, etc.	Students to: - list aspects of the concept of art in the indigenous African society for discussion. - make a list of visual, performing and verbal arts for discussion. <u>Assignments</u> - state some characteristics of the indigenous arts and write about them.
UNIT 3 CONTEMPORARY/ CURRENT AFRICAN ARTS	1.3.1 explain the socio-economic importance of the arts of the major ethnic groups of West Africa. 1.3.2 identify types of contemporary art forms.	The arts of the major ethnic groups of West Africa: e.g. The Bambara Mande, Baule, Asante, Nok, etc. - socio-economic importance: (i) source of livelihood (ii) as a tool for enriching, strengthening and promoting ethnic groups. Types of contemporary art forms i.e. visual and performing arts. Difference between contemporary and indigenous art forms.	- discuss the socio-economic importance of the art of the major ethnic groups of West Africa e.g. source of livelihood, what enriches and strengthens some ethnic groups. - discuss the types of contemporary art forms e.g. <u>Visual:</u> Textiles, Ceramic, Painting, Graphics, etc. <u>Performing:</u> Drama, Dance, Music, etc.	- write an essay on the socio-economic importance of art of West African ethnic groups. - compare indigenous and contemporary art forms stating their similarities and differences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) CONTEMPORARY/ CURRENT AFRICAN ARTS	The student will be able to: 1.3.3 explain the uses and importance of contemporary African arts.	Uses and relevance of contemporary/current African art forms. e.g. in: religion, education, trade, politics.	Discuss the differences between indigenous and contemporary African art forms. Discuss the influences that brought about these differences: e.g. religion, education, trade, politics, etc. Students to debate on the uses and relevance of the arts to life. Discuss the application of modern technology to make art forms.	Students to: - write an article for publication in the school magazine or newspaper on the impact of science and technology on the demands and development of art forms. - find out and analyse the aesthetic, functional and economic importance of visual arts: (i) hand made (ii) labour intensive method (iii) mass production by machines.

SENIOR HIGH SCHOOL - YEAR 3

SECTION 2

GHANAIAN ARTS AND ARTISTS

General objectives: The student will:

1. appreciate the roles of Ghanaian indigenous and contemporary artists and their art forms.
2. assess the functions and relevance of Ghanaian Art forms.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 INDIGENOUS ART FORMS AND ARTISTS	The student will be able to: 2.1.1 identify art forms typical of Ghana. 2.1.2 identify functions and relevance of indigenous Ghanaian Art forms. 2.1.3 describe the works of some indigenous artists.	Typical Ghanaian Art forms. e.g. Adinkra cloth, Kente, Stools, Drums. Functions and relevance of indigenous Ghanaian Art forms. Indigenous artists and their works e.g. Abukari-Basketry.	Assemble pictures of Ghanaian Art forms and discuss their uses and relevance. Identify and assemble art forms and discuss their functions and relevance e.g. the stool, kente, basket, bangles, rings. Identify and appreciate some works of indigenous artists.	Students to: - summarise the information on the discussion and relate them to everyday life. - find information about indigenous artists and their works from libraries and other sources and summarise. - visit some indigenous artists at their work places and observe their work. - write reports on their findings for discussion as follows: <ul style="list-style-type: none"> • job title • job description • tasks performed • skills, tools and materials • products • marketing strategies • quality control measures • source of finance • source of ideas, etc.

NOTE: 1. Teach relevant art terms along with each topic.
 2. Satisfy Profile dimensions in relation to each topic through the teaching/learning and assessment activities.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 CONTEMPORARY/ CURRENT GHANAIAAN ARTS	The student will be able to: 2.2.1 identify contemporary Art forms and analyse their influence and role in society. 2.2.2 identify renowned Contemporary/current Ghanaian Artists.	Influence and role of contemporary/current Ghanaian art forms. Contemporary/current Ghanaian Artists and their works e.g. Ablade Glover - painter Vincent Akwete Kofi - sculptor Yaw Boakye Ghanatta - cartoonist Kofi Fosu – Art Critic	Assist students to: - analyse and assess the role of art forms such as painting, sculpture, ceramics, graphic design, textiles, etc. and their influence on everyday life. - discuss life and works of renowned Contemporary/current artists under the following headings: - Name of artist - Educational background - Exhibition/Publication - Contribution to the development of art in Ghana	Students to: - list renowned Ghanaian artists and identify their works. List other contemporary/current renowned artists for discussion using suggested format.
UNIT 3 FORM SYMBOLISM AND FUNCTIONS OF ART	2.3.1 explain the meaning of form and symbolism. 2.3.2 identify some major symbolic forms in Ghanaian Art. 2.3.3 explain the functions of the major symbols.	Form and symbolism. Major symbolic forms in Ghanaian Arts and their origin. Functions of symbols and their applications.	- define form and symbolism. Form: structure of work of art Symbol: representation of an idea Symbolism: the idea behind the symbol. - identify some major symbolic art forms in Ghanaian Arts: e.g. stools, linguist staff, canoe umbrella top, pottery symbols, adinkra and kente symbols. - discuss functions of major symbolic forms in Ghana and their applications.	- find and document art forms and symbols in the locality for discussion. Assignments - draw some of the major Ghanaian symbolic forms. - prepare notes on the meaning and functions of symbols and why they are necessary in the society. - design own symbols for various uses and name them.

SENIOR HIGH SCHOOL - YEAR 3

SECTION 3

DRAWING FOR COMPOSITION

General objectives: The student will:

1. develop creative skills in deriving ideas from natural and man-made objects to create art.
2. draw objects and figures objectively for composition and communication.
3. understand the rule of perspective and apply it to record objects and scenes objectively.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 IDEA DEVELOPMENT FOR COMPOSITION	The student will be able to: 3.1.1 derive ideas from natural and man-made objects to create art works.	Idea development from natural and man-made objects.	Assist students to: - revise sequential drawing process by first drawing an object, redrawing it again by leaving out or adding parts, continue to draw from various positions or angles. - identify new shape derived from the object and develop it into other forms, retaining qualities of the original object.	<u>Assignments</u> - create sketch models or dummies from the study.
UNIT 2 ANALYTICAL STUDIES FROM OBJECTS	3.2.1 record objects studied objectively.	Analytical or objective study from objects.	- observe objects arranged critically and record accurately using lines and tonal graduation to bring out solidity.	- draw objects using tonal values to show accurate representation.
UNIT 3 PERSPECTIVE	3.2.2 explain perspective.	<u>Perspective</u> is a way of drawing object and scenes to create an illusion of distance.	- discuss the meaning and types of perspective with examples. <ul style="list-style-type: none"> • One-point perspective } linear • Two-point perspective } perspective • Aerial (colour) perspective 	- define and explain perspective in your own words.
(i) One-point perspective	3.2.3 identify and draw object in one-point perspective.	<u>One-point perspective</u> Parallel lines converge at a vanishing point on the horizon	- observe homes and roads and explain why objects far away look smaller than nearer ones; why roads appear narrow in the distance, etc. - explain the terms horizon and vanishing point.	- draw objects, roads with electric poles, railway lines, etc. according to the principle of one-point perspective.

NOTE: 1. Teach relevant art terms along with each topic.
 2. Satisfy Profile dimensions in relation to each topic through the teaching/learning and assessment activities.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONTD) PERSPECTIVE (ii) Two-point Perspective (iii) Aerial Perspective	The student will be able to: 3.2.4 demonstrate skills in drawing according to two-point perspective. 3.2.5 observe and draw objects using aerial or colour perspective.	<u>Two-point perspective</u> two sets of parallel lines converge at separate vanishing points on the horizon. <u>Aerial or Colour Perspective</u> the way the atmosphere appears to reduce the value of colours of distant objects.	Assist students to: - explain and demonstrate with practical examples of two-point perspective drawing. - practice drawing boxes and buildings using two-point perspective. - observe and describe the differences in colour intensity of far and near objects. - draw trees and lanes to show aerial perspective.	Students to: - draw boxes, roads, houses, and avenues using two-point perspective for discussion. - display drawings for appreciation.
UNIT 4 FIGURE DRAWING	3.4.1 draw the human figure proportionately. 3.4.2 draw animals and human figures in action.	<u>Figure drawing</u> drawing of human figure: male and female proportionately with reference to basic human and animal anatomy. Drawing of human and animal figures in action.	- discuss the proportion of the human body using head length as the unit to measure - use the placement of facial features to work out the proportions of the face, etc. - use the following to check the relative proportions of the face: (i) the levels of the eyebrows in relation to the ears. (ii) the level of the nose and the lower end of the ear lobe. (iii) the position of the pupils of the eye in relation to the corners of the mouth, etc. - discuss male and female figures and write down the striking differences. - study human and animal figures in action.	<u>Assignments</u> - study other parts of the body and record the observations. - do quick sketches of human and animal figures in action. - display works for discussion.
UNIT 5 COMPOSITION AND DESIGN IN DRAWING	3.5.1 explain the meaning of composition. 3.5.2 identify positive and negative spaces in a composition.	<u>Meaning of composition</u> Combining various elements in a work of art in a pleasant way. Negative and positive spaces in a composition.	- brainstorm the definition and meaning of composition. - discuss positive and negative spaces of a composition emphasizing balance, close and far images and movement of shapes.	Students to: - answer questions to test understanding. - paint and cut out variety of shapes. - arrange them to show balance, positive and negative spaces of a composition.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 (CONT'D) COMPOSITION AND DESIGN IN DRAWING	The student will be able to: 3.5.3 organise elements of design into a composition. 3.5.4 recall and organise ideas for composition.	Organisation of elements of design according to the principles of design. Memory and imaginative composition.	Assist students to: - discuss and demonstrate how to organise lines, shapes, textures, space, colour, etc. in a given picture space to form a design. - use the principles of variety, unity, harmony, balance, proportion, etc. - discuss elements of memory and imaginative composition in drawing - draw and shade from memory or imagination.	Students to: - display and discuss their compositions. Assignments - practise memory and imaginative composition using themes on: <ul style="list-style-type: none"> • HIV/AIDS • Tuberculosis • Gender issues, child abuse, etc.
UNIT 6 DRAWING FOR COMMUNICATION	3.6.1 draw to communicate.	Drawing to communicate - ideas or feelings - stories (cartoon) - events - topical issues, etc.	- draw pictures in a series to suggest the sequence of an activity or events e.g. getting ready for school: <ol style="list-style-type: none"> i. wake up ii. brush teeth iii. bathe iv. dress up, etc. 	- practise making quick sketches on different topics arranged sequentially.
UNIT 7 PORTFOLIO BUILDING	3.7.1 explain the uses of an artist portfolio. 3.7.2 construct and build a portfolio with selected art works.	Importance and functions of an artist portfolio. - constructing portfolio with appropriate materials and storing it with selected art works.	- discuss what an artists portfolio is, its functions and importance to the artist. - construct a portfolio with appropriate material such as cardboard, strawboard, chip board, etc. - discuss how to select, mount and protect art works for storage.	Students to: - list the importance and function of portfolio to the artist. - appreciate the portfolio construction considering the suitability of materials, durability and uses, capacity and aesthetic appeal.

SENIOR HIGH SCHOOL - YEAR 3

SECTION 4

PRODUCT DESIGN

General objectives: The student will:

1. understand the concept of design and factors to consider when making articles by hand.
2. develop skills in using ICT to produce sketch models for production of articles.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 PRODUCTION BY HAND	The student will be able to: 4.1.1 explain the concepts of design of hand-made articles. 4.1.2 explain factors to consider when making articles by hand.	Concept of design of hand-made articles. Factors to consider when making articles by hand.	Students brainstorm the concept of design of hand-made articles as opposed to machine-made goods. - consider the following when making an article: i. purpose of article. ii. design, shape and form of the article. iii. technical qualities of the article. iv. nature and suitability of materials to be used. v. occasion on which the article will be used. vi. article to be used by one or several people. vii. designed to fit into the place where the article will be used. viii. preliminary designing or sketch models. ix. cultural symbols to be used x. functional aspect and aesthetic qualities of the article.	Students to: - make a list of hand-made and machine made articles. - compare the processes of making them. - describe the major steps in a design process.

- NOTE:** 1. Teach relevant art terms along with each topic.
 2. Satisfy Profile dimensions in relation to each topic through the teaching/learning and assessment activities.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) PRODUCTION BY HAND Computer Assisted Design (CAD)	The student will be able to:		Guide students to:	<u>Assignment</u>
	4.1.3 design and make an article.	Designing and executing simple forms in basketry, pottery, carving, jewellery, leather work, etc. - applying knowledge and skills in creating and organizing elements of design according to principles, - composition - using suitable tools and materials - using appropriate techniques.	- design and execute simple forms e.g. hats, necklaces, belts, mugs, bags, etc. based on knowledge in basic design. Note: Items may be in miniature form.	- design and execute simple articles of your choice.
	4.1.4 use appropriate computer software/programme to design art works for production.	Using appropriate ICT software/programme to design articles.	Demonstrate the use of appropriate computer programme/software to create designs for production.	Students to: - discuss the appropriateness of designs created to the planned task.
UNIT 2 DESIGNING AND MAKING PRODUCTS APPLYING THE DESIGN PROCESS	4.1.5 compare hand-made and machine made articles.	Comparing articles made by hand with machine made articles.	Discuss merits and demerits of hand-made and machine made articles i.e. i. hand process is slow ii. products may not be the same iii. products are unique, etc. iv. machine production is faster and they look the same.	- compare the make of some common articles produced by the two methods i.e. wallets, sandals, etc.
	4.2.1 design and make products applying the design process.	Designing and making products applying the design process.	Discuss the stages involved in designing a Product. Give students a project to execute by following the design process.	- discuss the stages in design process in relation to articles produced.

SENIOR HIGH SCHOOL - YEAR 3

SECTION 5

INTRODUCTION TO LETTERING

General objectives: The student will:

1. understand forms of lettering and their characteristics.
2. develop skills in designing and selecting letter types for visual communicate.
3. acquire handwriting and ICT/CAD skills for visual communication design.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 BLOCK LETTERING	The student will be able to: 5.1.1 draw block letters according to specification. 5.1.2 write three and four letter words in block letters.	<u>Block lettering</u> Constructing block letters using squares according to specification. All letters take 5 squares down and 3 square across. W and M take 5 down, 5 across. I and 1 take 5 squares down Writing three and four letter words in block letters.	Discuss characteristics of block letters and demonstrate how to draw them on squared paper. - group and draw letters according to sizes and characteristics. - draw letters that combine vertical and horizontal strokes. - draw letters that combine vertical, horizontal and diagonal strokes. Guide students to write three and four letter words in block letters considering correct spacing.	Students to: - assemble works and appreciate accuracy in letter construction. - appreciate word grouping with accurate spacing.
UNIT 2 (ii) BROAD PEN LETTERING (Calligraphy)	5.2.1 write basic broad pen lettering strokes.	Practising calligraphic basic strokes holding the par at 45 degree to the base line.	Guide students to practice writing calligraphic strokes using carpenters broad pencil and broad pen. Basic strokes are vertical, horizontal, diagonal and curve Students to write a page or two of the basic strokes to master the movement and rhythm. Note: rule cap and baselines to guide writing of the strokes.	- display work for discussion.

NOTE: 1. Teach relevant art terms along with each topic.
 2. Satisfy Profile dimensions in relation to each topic through the teaching/learning and assessment activities.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONTD) (ii) BROAD PEN LETTERING (Calligraphy)	The student will be able to: 5.2.2 write broad pen upper case letters. 5.2.3 write broad pen lower case letters.	Broad pen upper case letters: Parts of capital letters: - stem, cross bar - serif, bowl - counter, stress - ascender, descender - weight, etc. Writing Lower case letters keeping letter proportions and forms constant.	Lead students to: - observe the pen angle of 45° for consistency in writing of thick and thin strokes and serifs. - observe and copy from teacher's demonstration or charts. - name letter parts as they copy letters. - practise writing labels, directional signs, door labels, etc. Guide students to: - rule guidelines and practice the lower case letters and border patterns. - design message cards, birthday and greeting cards, etc. and display works for discussion.	Students to: - display works and appreciate them using the criteria below: - quality of strokes - serifs - neatness - consistency - letter quality - layout, etc. - appreciate and appraise the wiring based on specific criteria such as: - quality of border patterns - consistency of letter proportions, etc.
UNIT 3 (iii) GOTHIC LETTERING (sans serif)	5.3.1 demonstrate skills in writing gothic letters. 5.3.2 explain the functions of Gothic lettering.	Characteristics of sans serif letters. - no serifs - uniform letter strokes Functions and importance of Gothic lettering: - bold and simple form - legible and readable - attractive	Discuss characteristics of Gothic letters: use computer print out of Gothic letters for study. Demonstrate and let students write Gothic letters in the following order: round letters, broad letters, narrow letters, etc. Explain the relevance of Gothic lettering in communication design e.g. for - headlines, road signs - captions - posters - vehicle number plates Students to identify Gothic style of lettering, cut them out for scrap book.	- list the characteristics of Gothic letters for discussion. Assignment - use Gothic to write: i. abbreviations. ii. slogans iii. proverbs iv. shop signs, etc
UNIT 4 (iv) ROMAN LETTERING (serif letters)	5.4.1 identify the characteristics of Roman lettering.	Characteristics of Roman Letters. - have thick and thin strokes - have serifs - have different proportions - beautiful	Discuss the characteristics of Roman letters (refer to content). Proportions are full, three quarters, half and narrow letters. Discuss parts of the letters: i.e. stem, cross bar, thick stroke thin stroke serif, apex, ascender, descender, counter, etc.	Students to: - discuss sample sheet of Roman letters printed from the computer.

SENIOR HIGH SCHOOL - YEAR 3

SECTION 6

COLOURWORK

General objectives: The student will:

1. understand colour schemes for painting and surface decoration.
2. understand colour perspective and its application to create art works.
3. be aware of Ghanaian colours and their meaning.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 COLOUR MIXING (i) Colour Harmonies	The student will be able to: 6.1.1 analyse the effect of mixing one colour with another. 6.1.2 explain colour relationships through observing from nature. 6.1.3 demonstrate how to harmonise opposing colours for peaceful co-existence in an art work. 6.1.4 study colour relationships in the natural and man-made environment and apply them.	 <u>Colour mixing</u> Mixing colour-identifying the effect of mixing one colour with another. Colour relationships found in nature. Colour harmony: the pleasing organisation of colours. Three ways of harmonising colours: i. Monochromatic harmony ii. Analogous harmony iii. Complementary harmony Colour relationships in natural and man-made objects.	 Organise students to practise colour mixing: paint colours side by side and harmonise them by painting the mixture between them. Organise a collection of leaves, flowers, fruits, twigs, butterfly wings, etc. mix colours to paint them. Compare the results and explain how the true colour of the objects have been achieved. Demonstrate how to paint colour using the following combinations: i. Monochrome – mixing a neutral with a hue. ii. Analogous – combination of two or more colours having one hue e.g. green, yellow-green and blue-green. iii. Complementary – combination of two colours in strong contrast to one another e.g. red and green. Students to paint simple geometric patterns using the above harmonies. Discuss colour relationships in natural and man-made objects in the environment i.e. plants, flowers, curtains, wall, papers, etc.	Students to: - display works and discuss them. - display works for appreciation. - display works for appreciation. - write notes on how colours are combined harmoniously in objects and discuss.

NOTE: 1. Teach relevant art terms along with each topic.
 2. Satisfy Profile dimensions in relation to each topic through the teaching/learning and assessment activities.

SENIOR HIGH SCHOOL - YEAR 3

SECTION 7 SCREEN PRINTING

General objectives: The student will:

1. develop skills in creating designs for silk screen printing.
2. be aware of tools, materials and processes for screen printing.
3. develop screens using various methods for printing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 TOOLS, MATERIALS AND EQUIPMENT (i) Screen Preparation	The student will be able to: 7.1.1 describe tools, equipment and materials for screen printing. 7.1.2 prepare screen using various methods.	Screen printing tools, materials, etc. <u>Tools:</u> brushes, knives, scissors <u>Minerals</u> – printing paste, lacquer, shellac, photo emulsion, pins, masking tape, mesh. <u>Equipment</u> – screen frame with squeegee, etc.	Discuss screen printing as a stencil printing method the uses of the tools, materials and equipment for screen printing. Demonstrate how to stretch mesh i.e. stretch the silk mesh drum-tight on the frame. Demonstrate the three common methods of screen preparation. Students to prepare screens according to a given dimension.	Identify and discuss screen printing resources and their uses. Look for students' ability to: - stretch mesh tightly. - cut stencil with precision. - print images with sharp outlines.
UNIT 2 DESIGN PROCESS	7.2.1 design and transfer of images.	Designing for screen image and transferring. i. design image: letters or abstract motif ii. cut stencil of image from brown paper OR iii. trace image onto screen and block out negative spaces with lacquer.	Organise students to: - make designs on paper. - prepare paper stencil screen or - prepare block out stencil with wood lacquer or Shellac. - mask the edges of the mesh to the frame, etc. - test for pin hole when shellac/lacquer is used.	

NOTE: 1. Teach relevant art terms along with each topic.
 2. Satisfy Profile dimensions in relation to each topic through the teaching/learning and assessment activities.

SENIOR HIGH SCHOOL - YEAR 3

SECTION 8

GREEK, RENAISSANCE, ORIENTAL AND OCEANIC ART

General objectives: The student will:

1. appreciate the role of art in making Greece an important centre of civilization.
2. understand the beliefs, art forms and functions of Indian art, Chinese and Japanese art.
3. be aware of the major contributions of Renaissance Art.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 GREEK ART Archaic, Classical and Hellenistic Art	<p>The student will be able to:</p> <p>8.1.1 explain how Greece became one of the earliest and most important centre of civilization.</p> <p>8.1.2 examine how the Greeks developed their art.</p>	<p>Greek civilization and the role of art.</p> <ul style="list-style-type: none"> - invented Olympic games and democracy. - invented porters wheel and painted vases - made life size realistic marble statues, etc. <p>Contributions made by the Greeks in the development of art i.e. Pottery, Painting, Sculpture and Architecture during the Archaic, Classical and Hellenistic periods.</p>	<p>Discuss the Greek civilization and their achievements in art under the following:</p> <ol style="list-style-type: none"> i. geographical location ii. beliefs and life style iii. art forms and their functions iv. social set-up <p>Show photographs and slides on Greek Art.</p> <p>Discuss the contributions made by the Greeks in the development of art.</p> <p>Use photographs and slides Greek Art forms for appreciation.</p>	<p>Students to:</p> <ul style="list-style-type: none"> - discuss the functions of Greek Art. - draw some Greek vases and label them for appreciation. <p>- display photographs of Greek Art forms for appreciation.</p>

- NOTE:**
1. Teach relevant art terms along with each topic.
 2. Satisfy Profile dimensions in relation to each topic through the teaching/learning and assessment activities.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 RENAISSANCE ART	<p>The student will be able to:</p> <p>8.2.1 explain the meaning of Renaissance.</p> <p>8.2.2 identify the major contributions of Renaissance art.</p> <p>8.2.3 identify the art forms and styles of Low and High Renaissance.</p> <p>8.2.4 explain the art forms and styles of Renaissance art and their relevance to humankind or society.</p>	<p>Meaning of Renaissance.</p> <p>i. period of rebirth of knowledge and ideas.</p> <p>ii. beginning of modern history, etc.</p> <p>Major contributions of Renaissance Art and artists e.g.</p> <p>i. Donatello-sculptor</p> <p>ii. Leonardo da Vinci-painter</p> <p>Art forms and styles of Low and High Renaissance.</p> <p>(Notable artists e.g. Donatello, Giotto, Leonardo da Vinci, Michelangelo, Raphael, etc).</p> <p>Relevance of the Renaissance art to humankind or society .</p> <p>- critical observation of nature for realistic representation</p> <p>- invented perspective and chiaroscuro in painting, etc.</p>	<p>Discuss the meaning of Renaissance i.e. rebirth of ideas, knowledge and arts.</p> <p>Discuss the major contributions of Renaissance Art under the following:</p> <p>(i) painting</p> <p>(ii) sculpture</p> <p>(iii) architecture</p> <p>Identify and discuss the art forms and styles of Low and High Renaissance Art.</p> <p>Discuss the relevance of the Renaissance Art to humankind or society.</p> <p>Analyse the effect of Renaissance Art forms on contemporary Art.</p>	<p>Students to:</p> <p>- make a list of Renaissance painters and sculptors with titles of their works for discussion.</p> <p>- state the major contributions of the Renaissance period and their effects on society, for discussion.</p>
UNIT 3 ORIENTAL ART INDIAN, CHINESE AND JAPANESE ART	<p>8.3.1 identify the influence of beliefs on the use of Art forms.</p>	<p>Beliefs, Art forms and influence of the following:</p> <p>(a) Indian Art</p> <p>(b) Chinese Art</p> <p>(c) Japanese Art</p>	<p>Discuss the beliefs, art forms and functions of Indian, Chinese and Japanese Art forms.</p> <p>Students to compare similarities and difference of the art forms.</p>	<p>- list similarities and differences for discussion.</p>
UNIT 4 OCEANIC ART Polynesian Melanesian Art	<p>8.4.1 explain the influence of beliefs on the use of art forms.</p>	<p>Beliefs, Art forms and functions of the following:</p> <p>(a) Polynesian Art</p> <p>(b) Melanesian Art</p>	<p>Discuss the beliefs, art forms and functions of Polynesian and Melanesian Art forms.</p> <p>Make use of photographs for close studies.</p>	<p>Assignment</p> <p>- compare Oceanic Art with African Art based on the following:</p> <p>i. Belief</p> <p>ii. Art forms and media</p> <p>iii. Functions</p>

SENIOR HIGH SCHOOL - YEAR 4

SECTION 1

ART AND COMMUNITY SERVICE

General objectives: The student will:

1. be aware of various art forms and how they are used in the service of the community.
2. understand the role of art in the development of tourism.
3. appreciate the need for developing strategies to sustain the environment.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 FUNCTIONS OF ART IN THE COMMUNITY	The student will be able to: 1.1.1 identify art forms and their functions in the community. 1.1.2 explain the use of art in the development of the community.	Art forms in the community. Art forms and their services in the community.	Let students: identify as many art forms as possible in the community e.g. jewels, furniture, buildings, posters, bill boards, inscriptions and paintings on vehicles, music, fabrics, statues, fountains, etc. identify various sectors in the community e.g. health, religions, agriculture, politics, commerce, education, etc. and discuss how art forms are used in those areas. For example: Religion-music, dance Agriculture – tools, packages Politics – posters, banners, etc Tourism – artefacts, souvenirs, etc. Education – books, teaching and learning aids, etc. Information Technology – posters, clip art, etc. Cottage Industries – Basketry, pottery, textiles, leatherwork, etc.	<u>Assignments</u> - Make a list of art forms found in their homes, school, locality, and communities and describe them. - Write an essay on the use of art forms in their community. - Compile a list indicating art forms used in various sectors of the community e.g. Judiciary, Police and Military Service, Islam, Christianity, etc.

NOTE: 1. Teach relevant art terms along with each topic.
 2. Satisfy Profile dimensions in relation to each topic through the teaching/learning and assessment activities.

SENIOR HIGH SCHOOL - YEAR 4

SECTION 2

PROJECT WORK

General objectives: The student will:

1. develop creative skills by deriving ideas from the environment for design and production of artworks.
2. develop elements of design into a pictorial composition.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 PROJECTS IN 2-DIMENSIONAL ART Idea Development	The student will be able to: 2.1.1 derive ideas from the environment to make two-dimensional designs. 2.1.2 organise shapes and other elements of design into a pictorial composition.	<u>Idea development</u> Idea development from the environment to make 2-dimensional designs. - Analytic preliminary drawing of natural objects. - Simplify drawing and use it to design article or patterns. <u>Pictorial composition</u> Organizational planning and designing skills in two-dimensional composition, i.e. collage, photomontage, mixed media.	Discuss the need to select natural objects and make detailed drawings. - select a drawing that suggests a shape or form to be developed - make analytical study and draw natural object from various angles. - develop one of the drawings for designing articles. - arrange, glue or paste objects on a flat surface (collage) using the principles of design.	Students to: <u>Assignment</u> - repeat motif to make a pattern and display work for appreciation. - display works for appreciation.

NOTE: 1. Teach relevant art terms along with each topic.
 2. Satisfy Profile dimensions in relation to each topic through the teaching/learning and assessment activities.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>PROJECT IN 3-DIMENSIONAL ART</p> <p>Design and Technology</p>	<p>2.2.1 design and construct three-dimensional forms using any suitable tool, material and technique.</p> <p>2.2.2 design and manufacture an artefact.</p> <p>2.2.3 organise forms, shapes, texture, volume, etc.</p> <p>2.2.4 produce three-dimensional objects.</p>	<p>Three-dimensional designing and construction e.g. Pottery, Sculpture, Basketry, Leatherworks, etc.</p> <p>- Using preliminary paper design as guide to make three-dimensional objects</p> <p>designing and making of artefacts. Techniques of designing and making of artefacts.</p> <p>Organization of three dimensional forms in a given space.</p> <p>Additive and subtractive processes, e.g. Modelling, Throwing and Carving.</p>	<p>Let students:</p> <ul style="list-style-type: none"> - construct forms using elements and principles of design as guides. - join variety of shapes together leaving spaces between some of the solid forms. - develop ideas through preliminary designs to make creative items. <ul style="list-style-type: none"> - process ideas using tools, materials and equipment, (use of computer is encouraged after the student acquires basic designing skills). - use hand/computer or both to design artefacts. - translate designs into finished products. <ul style="list-style-type: none"> - use articles of various textures. Shapes may be varied e.g. long, short, angular, etc. - discuss themes that could be worked at e.g. market scene, mother and child, etc. <ul style="list-style-type: none"> - arrange a collection of objects e.g. tall, short, cylindrical, angular, broad and narrow, to build sculpture or an utilitarian/decorative objects. 	<p><u>Assignment</u></p> <ul style="list-style-type: none"> - use available materials to make a 3-dimensional art work. - display work for class discussion. <p>Students to:</p> <ul style="list-style-type: none"> - evaluate products by assessing the design. - describe methods and skills applied to arrive at a finished product. <ul style="list-style-type: none"> - model figures in clay and display works for discussion.

SENIOR HIGH SCHOOL - YEAR 4

SECTION 3

ART APPRECIATION AND MODERN ART

General objectives: The student will:

1. develop understanding of the concept of appreciation in art.
2. understand the concepts of aesthetics and their relevance to art.
3. understand creativity and the role of the creative person in society.
4. appreciate developments in modern art.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 APPRECIATION (i) Meaning (ii) Procedures in Art Appreciation	The student will be able to: 3.1.1 explain the concept of appreciation in art. 3.1.2 describe the logical sequence in Art appreciation.	Concept of appreciation. A means of responding to works of art. - communicating knowledgeably about a work of art. - promoting and building friendship amongst people. Art Appreciation. <u>Logical sequence of art appreciation</u> (i) Identification of the work (title, artist, date, size, medium, location). (ii) Inventory of items in the work (description of physical characteristics of items). (iii) Technical qualities (kinds of materials, tools, design/composition and styles). (iv) Interpretation (meaning of work).	Let students: Discuss the concept of appreciation as: - knowledgeable talk about qualities and meaning of work of art. (a) Encourage students to contribute meaningfully to the discussion. (b) Conduct practical appreciation in demonstration lesson (c) Arrange visits to galleries dealers, curios, shops and cultural centres for observation, interview and fact finding on appreciation. Discuss the logical sequence of appreciating Art. Guide students to write an appreciation of their own works and the works of known Artist.	Students to: write reports and essays after demonstrations and visits. display some art works for oral appreciation following the logical sequence.

NOTE: 1. Teach relevant art terms along with each topic.
 2. Satisfy Profile dimensions in relation to each topic through the teaching/learning and assessment activities.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONTD) APPRECIATION (v) Criticism and Judgement (vi) Perception	<p>The student will be able to:</p> <p>3.1.5 examine and apply criteria for criticism and judgement in art.</p> <p>3.1.6 examine the role of human senses in art activity such as drawing.</p>	<p>Criticism and judgement in art. Development of critical thinking and judgement.</p> <p><u>Perception</u> as a way of experiencing the world around us. Explain how we see, hear, smell, touch or taste things in the entire environment.</p> <p>Relevance of perception.</p>	<p>Discuss aesthetic qualities of a work of art and the passing of judgement. Students to use their own works to demonstrate the procedure learnt.</p> <p>Guide students to criticize some art works and pass judgement.</p> <p>Discuss the sense organs connected with perception.</p> <p>Discuss the sense of sight, hearing, taste, smell and kinaesthetics (Movement of the muscles).</p> <p>Students to find out the roles of the various sense organs e.g. skin, eye, in drawing by feeling, touching, observing etc. for true characteristics of objects.</p>	<p>Students to:</p> <ul style="list-style-type: none"> - discuss the relevance of perception in Art and the need for creativity in Art.
UNIT 2 MODERN ART (i) Cubism	<p>3.2.1 analyse the philosophy and style of cubism.</p> <p>3.2.2 show relationships between contributions of exponents of cubism.</p>	<p>Philosophy: Rejection of traditional and academic demand for realism in art.</p> <p>Style: It was an abstraction influenced by African Sculpture and contrary to realism.</p> <p>Artists: i.e. Derain, Henry Matisse, George Braque, Pablo Picasso, etc.</p> <p>NOTE: The following are also modern Art topics to be treated: Impressionism Post Impressionism Neo-Impressionism, Fauvism, Expressionism, Surrealism, etc.</p>	<p>Discuss the philosophy of cubism.</p> <ul style="list-style-type: none"> - rejection of realism for flat forms in painting and sculpture. - an abstract art influenced by African sculpture e.g. figures and masks. <p>Students to compare the works and contributions of some modern Artists e.g. Pablo Picasso (1881 – 1973)</p> <p>Spanish Works:</p> <ul style="list-style-type: none"> (i) Girl before a mirror (ii) Guernica 	<ul style="list-style-type: none"> - compare characteristics of Renaissance art with cubist Art. - discuss similarities of African sculpture and cubism.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) MODERN ART (ii) Conceptual Art (iii) Digital Art	The student will be able to: 3.2.3 explain the meanings of Conceptual and Contextual Art. 3.2.4 describe the style of some conceptual artists. 3.2.5 analyse new development in computer art.	<u>Conceptual Art</u> An attempt to concretize ideas or concepts in artistic forms. <u>Contextual Art</u> Art seen in context e.g. economic, religious, etc. Style: Personal and subjective creation of ideas or concepts through variety of art media, in abstract form. Artists: e.g. (i) Markel Duchamp (ii) Christian Boltanski Meaning: Digital art is based on the production art using the computer as a tool.	Show video clips or pictures of some conceptual art works for discussion. Discuss and demonstrate some aspects of conceptual art works. Students to design and make art from variety of media based on ideas or concepts. Discuss the advantages of digital art e.g. - speed of execution - environmentally clean - precise - easy to reproduce - easy and quick to make corrections	Students to: - search and print examples from the net. - display and name their works for class discussion. <u>Assignment</u> Students to scan their portraits and redesign on computer. Students to display hard copy for appreciation.

SENIOR HIGH SCHOOL - YEAR 4

SECTION 4

ENTREPRENEURIAL SKILLS

General objectives: The student will:

1. examine the importance of exhibitions to the artists and how they are mounted.
2. identify enterprises in visual arts.
3. identify and explain factors to consider when setting up an enterprise.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 ENTREPRENEURSHIP (i) Exhibition	The student will be able to: 4.1.1 define the term exhibition and categorise types and levels of exhibition 4.1.2 demonstrate skills in planning, preparing and mounting exhibitions.	<p><u>Exhibition</u> exhibition is a public display of artefacts to show and market skills, discoveries/inventions, etc.</p> <p>Types/levels of exhibition, e.g. individual exhibition, group exhibition, class exhibition, school, community, district, regional and international exhibitions. - Generalised and specialized exhibitions.</p> <p>General and specialized. Factors to consider when planning, preparing and mounting an exhibition, e.g. preparing: date, time, place, publicity, invitations, theme, etc.</p>	Let students: - discuss and explain the meaning of exhibition. - mention and categorise types and levels of exhibition. - discuss the need for mounting exhibitions. - discuss the factors to consider when mounting an exhibition (See content). - consider eye level, elements and principles of design, spacing, etc. when placing works.	Students to: - provide a list of items for school exhibition. - mount works produced and evaluate.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONTD)</p> <p>ENTREPRENEURSHIP</p> <p>(ii) Mounting Exhibition</p> <p>(iii) Enterprises in Visual Arts</p>	<p>The student will be able to:</p> <p>4.1.3 name some of the vocations in selected enterprises.</p> <p>4.1.4 determine whether there is market for the intended product before setting up.</p> <p>4.1.5 explain the main factors to consider in setting up an enterprise.</p>	<p><u>Preparation:</u> Types of exhibits, collection of exhibits, framing, polishing, packaging, preparing the exhibition room, visitors' book, etc.</p> <p><u>Mounting:</u> Hanging, leaning, spreading, sitting, etc.</p> <p>Opening and closing procedures.</p> <p>Enterprises in visual art e.g. Picture making - painting Textiles - weaving Ceramics - brick and tile Sculpture - wood carving Graphic Design - book illustration Jewellery - gold and silver smitting, etc.</p> <p><u>Setting up an enterprise</u> Factors to consider when setting up an enterprise: - Capital: Capital is of two types namely start-up capital and working capital. Start-up capital is needed to purchase tools, equipment and materials to start the business operation. Working capital is needed to buy new materials to keep the business running, to pay for transportation, salaries, etc. each month. Much of the operating costs are paid from the working capital.</p>	<p>Let students:</p> <ul style="list-style-type: none"> - organise role play of activities in the mounting of class exhibition. - discuss some of the important or popular exhibitions mounted in the community, district or nation. - go on field trips to any important exhibition. - discuss the opening and closing procedures for an exhibition. - name some of the vocations/enterprises in the locality and in Ghana and describe how the vocations/enterprises operate. - discuss the important factors to consider when setting up an enterprise. - explain the differences between start-up capital and working capital, and give reasons why working capital is an important factor in keeping a business running. 	<p>Students to:</p> <ul style="list-style-type: none"> - write a report on exhibitions they have attended and assessed. <p><u>Dramatization</u></p> <ul style="list-style-type: none"> - enact opening and closing of exhibition. <p><u>Assignment</u></p> <ul style="list-style-type: none"> - write a short essay on the importance of setting-up and managing a small-scale enterprise.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONTD)</p> <p>ENTREPRENEURSHIP</p> <p>Where To Get Help:</p> <p>(i) Financial Assistance</p> <p>(ii) Technical Assistance</p>	<p>The student will be able to:</p> <p>4.1.6 identify agencies that provide financial assistance for setting-up an enterprise.</p> <p>4.1.7 identify agencies which provide technical assistance to small scale businesses.</p>	<p>Financial support to small scale businesses.</p> <p>National Board for Small Scale Industries (NBSSI), Export Promotion Council, Aid to Artisans, Ghana Export Trade (GETRADE), EMPRETEC, The Banks, etc.</p> <p>Agencies providing technical assistance to small scale businesses: GRATIS, Aid to Artisans, GETRADE, ITTU, etc.</p>	<p>Let students:</p> <ul style="list-style-type: none"> - discuss where and how to obtain capital for business. - identify and discuss the work of agencies that give support to small scale businesses. - learn from the experience of a resource person who gives a talk on the conditions under which financial assistance may be given to small scale enterprises. <ul style="list-style-type: none"> - discuss the role of agencies listed in content and any others, in providing technical assistance to small businesses, indicating the types of technical assistance they offer. 	<p>Students to:</p> <ul style="list-style-type: none"> - list organisations and establishments which offer assistance to small-scale business with their addresses, for discussion.

SENIOR HIGH SCHOOL - YEAR 4

SECTION 5

MANAGING AN ENTERPRISE

General objectives: The student will:

1. develop an understanding, and appreciation of the functions of the manager.
2. acquire costing and pricing skills.
3. explain the concept of marketing, selling and risk management.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>MANAGING AN ENTERPRISE</p> <p>(I) Functions of the Manager</p>	<p>The student will be able to:</p> <p>5.1.1 explain the concept of management in an enterprise.</p> <p>5.1.2 describe the functions of the manager.</p>	<p>Concept of management.</p> <p>Functions of the Manager: The management process involves:</p> <ul style="list-style-type: none"> - <u>Planning</u> the enterprise determining the market niche to find out if the product will sell, location of workshop, labour, types of product(s), capital required, etc. <u>Organizing</u>: putting together the capital, labour and other resources to start the business, setting up the business structure and the authority structure i.e. who reports to whom, etc. <u>Directing</u>: Directing means the leadership style adopted to get work done. It implies establishing policies, co-ordinating the work of staff, coaching staff, motivating staff, and assigning work to different staff as needed, etc. 	<p>Let students:</p> <p>name any managers they know of and assist students to define the concepts 'management' and 'manager'.</p> <p>discuss each of the steps in the management process and how each step helps in the management process.</p> <p>make a chart showing the functions of the manager.</p> <p>discuss the additional skills a manager needs to be able to manage a successful enterprise.</p> <p>Note: The additional skills include budgeting and book keeping.</p> <p>Students to:</p> <ul style="list-style-type: none"> - discuss how business should be managed, following the management steps outlined in content. 	<p>Students to:</p> <p>- draw an organogram showing the duties of a manager for discussion.</p>

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONTD)</p> <p>MANAGING AN ENTERPRISE</p> <p>(i) Functions of the Manager</p>	<p>The student will be able to:</p> <p>5.1.3 explain the importance of good customer relations for an enterprise.</p>	<p><u>Controlling</u>: Controlling means measuring performance against the standards of the enterprise. It involves setting standards, setting production targets, checking production on daily, weekly, and monthly basis to ensure the business is reaching its targets; monitoring expenses for production, transport and communication, checking expenses against revenue to ensure the enterprise is healthy, giving feedback to staff to improve work quality and work standards.</p> <p>Customer relations are the art of dealing with the customer in such a way that the customer feels welcome and appreciated. Consider the following:</p> <ul style="list-style-type: none"> - be nice to the customer (she/he has the money to buy today, tomorrow or another time. Make sure she/he comes back again. Do not be rude to him/her). - the customer is always right. (Do not earn a bad name for your enterprise by arguing and quarrelling with customers). - the customer is a guest of the enterprise and must be treated well. 	<p>Let students:</p> <ul style="list-style-type: none"> - discuss the manager's functions under the following headings: <ul style="list-style-type: none"> i. Manager as planner ii. Manager as organizer iii. Manager as director iv. Manager as controller - discuss why it is important to maintain cordial customer relationship. - customer as an asset. - customer as a guest. - customer is always right, etc. 	<p>Students to:</p> <ul style="list-style-type: none"> - discuss the various functions of the manager and their relevance. <p><u>Debate</u></p> <ul style="list-style-type: none"> - argue out the statement that the customer is always right.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>MANAGING AN ENTERPRISE</p> <p>(ii) Costing and Pricing</p>	<p>The student will be able to:</p> <p>5.2.1 identify the cost of a product and what constitutes the components of a total cost.</p>	<p><u>Costing and Pricing</u></p> <p>The total cost of a product consists of two components: Direct Costs (Variable Costs) and Indirect (Fixed costs also called “overheads”).</p> <p>(i) <u>Direct Cost</u> (i.e. variable costs or production costs) – consist of the cost of raw materials and wages. These are the direct costs for making a product. They are also called “variable” cost because the cost of materials and cost of producing vary from day to day and item to item.</p> <p>(ii) <u>Indirect Costs (Fixed Costs)</u> Consists of rent, lighting cost, taxes, cost of adverts, depreciation cost of tools and equipment, telephone costs, transportation, postage, salaries, etc. “Indirect Costs” are also known as “Fixed Costs” or “Overheads”.</p>	<p>Teacher to explain the meaning of direct costs and indirect costs. Assist students to note that direct costs are also referred to as variable costs and indirect costs also referred to as fixed costs. Indirect costs contribute indirectly to production: rent, salaries, etc. do not directly enter into production. Note also that most of production cost is from direct costs, but some are also from indirect, i.e. telephone costs, adverts e.g. Direct Costs = Variable Costs. Indirect Costs = Fixed Costs or Overheads.</p> <ul style="list-style-type: none"> - discuss the various factors which determine the pricing of products. - invite an expert in the field to help when necessary eg. the school accountant. 	<p>Students to:</p> <ul style="list-style-type: none"> - discuss the various factors which determine the pricing of products. - interview traders on how they cost and price their goods.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2 (CONTD)</p> <p>MANAGING AN ENTERPRISE</p> <p>(ii) Costing and Pricing</p>	<p>The student will be able to:</p> <p>5.2.2 explain the factors that determine the price of a product.</p>	<p>Pricing is generally determined by market forces of supply and demand.</p> <p>Factors to be taken into account in pricing a product generally consist of:</p> <ul style="list-style-type: none"> • Cost of the product (total production cost). • Profit margin <p>The two are combined in various price setting ways such as:</p> <ul style="list-style-type: none"> - <u>Introductory Price</u> (also called “market penetration price”, that is pricing below the actual market price to attract market share). This is only temporary pricing to get market share. - Using the “<u>going price</u>” system that is charging the same price other suppliers of the same product are charging. - Using the “<u>cost plus</u>” system i.e. adding a percentage to total cost as profit. - Using the <u>price discrimination</u> system known as “what the market can bear” pricing system e.g. selling at higher price in a city like Accra than in a town or village, depending upon the income levels of the different areas. 	<p>Let students:</p> <ul style="list-style-type: none"> - discuss the various factors which determine the pricing of products. - discuss the factors that influence the pricing of a selected artistic item. <p>Students to choose the best pricing system that will be suitable in their locality.</p> <p>Note: a producer may sometimes find that the market price for his/her items is lower than his/her costs. In such cases, she/he has to try to make the product appeal to people with money who can pay the price for the product, or change and produce cheaper items.</p> <ul style="list-style-type: none"> - discuss the four price setting ways in groups and report. 	<p>Students to:</p> <ul style="list-style-type: none"> - cost and price other items produced in class. - use art works produced in class as a specimen for pricing. - discuss the merits and demerits of the four pricing systems.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONTD) MANAGING AN ENTERPRISE	The student will be able to:	<ul style="list-style-type: none"> - Using the “price differentiation” system, that is selling the same thing, but using cheaper packaging for some; framing the same type of pictures differently and charging different price for them, etc. the same product may be packaged differently or combined differently with other additives and priced differently. 		Students to:
UNIT 3 MANAGING AN ENTERPRISE	5.3.1 determine appropriate price for a product. 5.3.2 cost and price a selected item.	Pricing a product. Estimating cost and determining selling price.	<ul style="list-style-type: none"> - discuss how to set the price for items produced in a village, and items produced in a big town. Determine the price of items they have made by using each of the following pricing systems described in the content (“Going price”, “cost plus”, “price discrimination”, and “price differentiation”). Students to compare each of the prices to the cost of producing the item and determine the actual profit margin.	<ul style="list-style-type: none"> - cost and price selected items produced in class.
(iii) Marketing	5.3.3 explain the meaning of “marketing”	Concept of marketing – the art of offering a product for sale by using the skills of advertising and supplying.	Assist students to explain the meaning and purpose of marketing.	<u>Assignment</u> <ul style="list-style-type: none"> - write an essay explaining three basic strategies for efficient marketing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3 (CONTD)</p> <p>MANAGING AN ENTERPRISE</p> <p>(v) Break-Even Analysis</p>	<p>The student will be able to:</p> <p>5.3.6 use the “Break-Even Analysis” to determine when an enterprise is making profit</p>	<p><u>Break-Even-Analysis.</u> In most cases, an enterprise does not start making profit as soon as it starts. Suppose one is making and selling items at 5.00 Ghana cedis on an item. Suppose also that the price 5.00 consists of 4.00 Ghana cedis as production cost and 1.00 as mark up for profit margin). Consider that the business has rent, light, transport and telephone bills and salaries of three assistants to pay each month. The entrepreneur will be able to cover his/her direct and overhead costs a month if she/he is able to sell (40.00 Ghana cedis ÷5.00 Ghana cedis per item) 9 items a month. Selling 8 items a month does not give a business profit; it only gives enough money to cover direct and indirect costs, and is the break-even point for its owner, if it is able to sell more than 8 items a month. The break-even point is hence the point where revenue (from sales) is equal to the cost of products sold.</p>	<p>Let students:</p> <p>Using the example in content, and using realistic amounts of money, guide students to discuss the concept of “break-even analysis”.</p> <ul style="list-style-type: none"> - explain the concept of “break-even analysis”. - use other examples to strengthen their understanding of the concept that profit for the entrepreneur starts only after the business has passed the break-even point. - explain what an entrepreneur means when she/he says that his/her business is just breaking even. 	<p>Students to:</p> <ul style="list-style-type: none"> - group to analyse the break-even point of a mock enterprise.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 4</p> <p>MANAGING AN ENTERPRISE</p> <p>Business Risks</p>	<p>The student will be able to:</p> <p>5.4.1 analyse the risks of a business.</p> <p>5.4.2 develop a plan for controlling business risks (direct risks).</p> <p>5.4.3 develop a plan for controlling business risks (indirect risks).</p>	<p>Business losses are not due to the work of witches, ghosts or gods. They are due to types of risks a business faces. These are Direct risks (pure risk) and Indirect risk.</p> <p><u>Direct risk involves:</u></p> <ul style="list-style-type: none"> - theft (also known as larceny) - fire - misuse of capital and profit through irresponsible spending. <p><u>Indirect Risk involves:</u></p> <ul style="list-style-type: none"> - lack of sales due to faulty or low quality products, or due to wrong business location. - currency inflation. - introduction of new taxes. - changes in labour laws. <p>Indirect risks are more difficult to control and account for the greater portion of business losses.</p> <p>Controlling business risks:</p> <p>Theft:</p> <ul style="list-style-type: none"> - regular checks of stocks and finished products. - acquire an accountant bookkeeping to check the business accounts every month. - increase vigilance and security to minimize theft. 	<p>Let students:</p> <ul style="list-style-type: none"> - discuss the two types of risks a business faces. - explain why some businesses fail. <p>- brainstorm and come out with the two types of business risks and explain their differences.</p> <p>- discuss reasons why indirect risks are difficult to control.</p> <p>- describe ways for controlling theft, fire, and low sales.</p>	<p><u>Assignments</u></p> <p>Investigate factors which lead to the collapse of enterprises in their locality and report for class discussion.</p> <p>Investigate the factors that make enterprises grow and prosper and report in class.</p> <p>- groups develop a plan for minimizing some of the business risks discussed in class.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONTD) MANAGING AN ENTERPRISE (v) Break-Even Analysis (Contd)	The student will be able to:	<p>Fire:</p> <ul style="list-style-type: none"> - get qualified electrician to do the electrical connections to avoid likelihood of fire from faulty work. <p>Low sales (due to wrong location):</p> <ul style="list-style-type: none"> - relocate the business to a more promising area of the town. <p>For minimizing or controlling inflation, new labour laws, etc. one has to be in constant touch with the relevant Ministries to know what new changes are planned that may affect tone's business.</p>	Let students:	Students to: <ul style="list-style-type: none"> - discuss the result of location as a factor contributing to low sales.

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