

**THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**



**FINE ARTS SYLLABUS FOR ADVANCED  
SECONDARY EDUCATION  
FORM V - VI**

**2010**

T/E/5627  
6361

**THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**



**FINE ARTS SYLLABUS FOR ADVANCED LEVEL  
SECONDARY EDUCATION**

**FORM V – VI**

**2010**





© Ministry of Education and Vocational Training, 2009

**ISBN: 978-9976-61-261-6**

**First Edition: 2009**

**Second Edition: 2010**

Designed and prepared by:

**Tanzania Institute of Education**

**P. o. Box 35094**

**Dar es Salaam**

**Tanzania**

**Tel: +255 22 2713005**

**Fax + 255 22 2774420**

**E-mail: [director.tie@tie.go.tz](mailto:director.tie@tie.go.tz)**

**Website: [www.tie.go.tz](http://www.tie.go.tz)**

All rights reserved. No part of this publication may be reproduced, reprinted, stored in any retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without prior permission of the copyright owner.

## TABLE OF CONTENTS

		Page
1.0	Introduction .....	iv
2.0	Aims and Objectives of Education in Tanzania .....	v
3.0	Aims and objectives of Secondary Education .....	vi
4.0	General competences of the subject .....	vi
5.0	General Objectives of the subject .....	vi
6.0	Organization of the subject syllabus .....	vii
7.0	Instructional Time .....	viii
8.0	Assessment of the Subject .....	viii
	Form V .....	1
	Form VI .....	12

## 1.0 Introduction

In the year 2007 the government of Tanzania carried out a large research to recognize the status of Advanced Secondary School Education so as to make it better. Following the findings, the next step was to make adjustments to key areas including the syllabi and the subjects in order to suit the new situations. Four major counts form impetus to the adjustments made into the Fine Arts syllabus and the subjects.

Firstly, research findings, revealed necessity for effecting changes into the discipline in order that it suits the contemporary socio-economic and cultural needs of the time.

Secondly, globalization and cross-cutting issues of the season were thinly considered or wholly neglected in the old syllabus.

Thirdly, the Ministerial circular of 2005 on secondary subjects instructed optional subjects whereby the component of crafts was omitted. The subject was now Fine Arts per se.

Lastly, the paradigm shift in the educational machinery needed to be reflected into the curricula. As such, the new syllabus reflects the requirements of the new paradigm, i.e. the syllabus is now competence based, and it is student centered and activity oriented. This is contrary to the past one which was content oriented and teacher centered.

This syllabus therefore, replaces the 1997 one which was issued by the Ministry of Education and Culture and addresses the needs of the new vogue.

Fine Art is one among the disciplines of the arts. Fine Arts refer to those works produced or intended for beauty rather than utility. It also refers to works or activities that have been perfected to a higher level of skill.

The art genres which make up this discipline are drawing, painting, graphic design, sculpture and sometimes printmaking.

Drawing is an art of producing images on surfaces by means of marks in different mediums like graphite, ink, charcoal or crayon. Painting refers to the skill of applying liquid pigment on to surfaces to create images. Graphic design is that art of arranging images and texts to communicate a message. Sculpture is the art of shaping figures or designs by chiselling, modelling, casting or carving. Printmaking is simply the art of making prints.

The word "fine" does not so much denote the quality of the art work in question, but the purity of the discipline.



Fine Arts as a discipline have the power to:

- a) enable the learners to acquire knowledge and skills of expression, communication and employment.
- b) promote peoples culture and awareness of the beauties of nature and hence appreciate, protect and develop the environment.
- c) sensitize people's aesthetic consciousness and hence refinement of society and environment for fuller and more enjoyable lives.
- d) enable learners learn how to plan and organize things.
- e) provide students with a good basis from which they can develop other academic pursuit with facility and more understanding.

## **2.0 Aims and Objectives of Education in Tanzania**

The general aims and objectives of education in Tanzania are:

- (i) to guide and promote the development and improvement of the responsibilities of the citizens of Tanzania, their human resources and effective utilization of those resources in bringing about individual development;
- (ii) to promote the acquisition and appreciation of the culture, customs and traditions of the people of Tanzania;
- (iii) to promote the acquisition and appropriate use of literacy, social, scientific, vocational, technological, professional and other forms of knowledge skills and attitudes for the development and improvement of the condition of man and society;
- (iv) to develop and promote self-confidence and an inquiring mind, an understanding and respect for human dignity and human rights and readiness to work hard for self advancement and national development;
- (v) to enable and expand the scope of acquisition, improve and upgrading of mental, practical, productive and other skills needed to meet the changing needs of industry and the economy;
- (vi) to enable every citizen to understand the fundamentals of the National Constitutions as well as the enshrined human, civic rights, obligations and responsibilities;
- (vii) to promote the love and respect for work, self and wage employment and improved performance in the production and service sectors.
- (viii) to inculcate principles of the national ethic and integrity, national and international cooperation, peace and justice through the study, understanding and adherence to the provisions of the National Constitution and other international basic charters.
- (ix) to enable a rational use management and conservation of the environment

### **3.0 Aims and objectives of Secondary Education**

The aims and objectives of secondary education are:

- (i) to consolidate and broaden the scope of baseline ideas, knowledge, skills and principles acquired and developed at the primary education level;
- (ii) to enhance further development and appreciation of national unity, identity and ethic, personal integrity, respect for the readiness to work, human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations;
- (iii) to promote development of competency in linguistic ability and effective use of communication skills in Kiswahili, English and in at least one foreign language.
- (iv) to provide opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected fields of study;
- (v) to prepare students for tertiary and higher education, vocational, technical and professional training;
- (vi) to inculcate a sense and ability for self-study, self-confidence and self-advancement in new frontiers of science and technology, academic and occupational knowledge and skills;
- (vii) to prepare the student to join the world of work.

### **4.0 General competences of the subject**

**By the end of form VI the student should have the ability to:-**

1. Compare and contrast contemporary styles, themes and trends of Art of Tanzania and other countries.
2. Draw, paint, design, print and sculpt quality works with aesthetic value.
3. Paint artistic works with communicative value.
4. Work independently, cooperatively and effectively in executing art works.
5. Care for the environment when doing Fine Arts.
6. Demonstrate effective use of art media, tools and modern technology.
7. Manage and market Fine Art products.

### **5.0 General Objectives of the subject**

**By the end of the course the students should be able to:-**

1. Explain the present development of Fine Arts at national and international levels.
2. Develop knowledge and skills of drawing from still life and imagination.
3. Apply knowledge and skills of painting from direct observation, and imagination.



4. Create designs for printmaking.
5. Acquire knowledge and skills of making sculpture by using clay and wood.
6. Acquire knowledge and skills of marketing and management of Fine Art products.

## **6.0 Organization of the subject syllabus**

The Fine Arts Syllabus is organised in three main areas with the following accompanying details:

**6.1 Class Level competences:** These are the abilities of doing things which should be acquire and revealed by the learner after studying a topic or topics.

**6.2 Class Level objectives:** These are set goals which the learner is expected to attain after undergoing studies or training.

## **6.3 Content matrix**

The content matrix is organized into six columns with the following accompanying details:

**6.3.1 Topics/subtopics,** the topic is that which has been broken down into smaller units called sub topics that builds competence.

**6.3.2 Specific objectives:** These are statements of intention that point out every single item to be learned in a specific time. The Form Five syllabus has 40 specific objectives addressing both theoretical and practical skills. Form Six has 23 specific objectives addressing the same skills.

**6.3.3 Teaching and Learning Strategies:** These are methodologies to be used when conducting the teaching and learning process. The teaching and learning strategies proposed in this syllabus are participatory and learner centred, i.e. they require most of the learning to emanate from the students performance. Some of the teaching and learning strategies indicated are designer recommendations. You are advised to use them plus any other strategies which you consider applicable and relevant.

**6.3.4 Teaching and Learning Resources,** these include materials, instruments, tools and equipment used in Fine Arts. Most of the materials recommended in this syllabus are simple, available from environment, affordable and improvisable. You are advised to use the resources listed. Under different circumstances, the teacher is also advised to use other relevant and more contextualized resources.



**6.3.5 Assessment:** Assessment in education process is vital for giving feedback to the teacher and the learners to realize their progress and identify their performance and weakness as well. Questions to lead the assessment procedure have been provided at each specific objective taught.

**6.3.6 Number of periods:** The last column of the syllabus table indicates the number of periods which every sub-topic will consume.

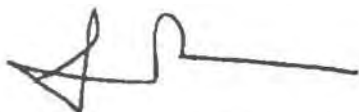
## **7.0 Instructional Time**

The number of periods per week is 10. Number of teaching days in a year are 194, which is equivalent to 39 weeks. The length of a period is 40 minutes. There are 366 periods in Form Five, whereby, 24 periods have been set aside for exams facilitation. Form Six has 375 class room teaching periods, and the remaining 15 periods are for exams.

## **8.0 Assessment of the subject**

The table below shows the type of assessment and the accompanied assessment measures to be used. The assessment measures listed in the table contributes to continuous and final assessment of the student achievement. The frequency for each assessment measure has been indicated with the weight in %. You are therefore advised to apply a wide selection of assessment measures in order to develop students' ability for the mastery of the subject matter during the teaching and learning process.

Type of Assessment	Assessment measures	Frequency				Weight %	Total %
		From V		Form VI			
		Team 1	Term 2	Term 1	Term 2		
1.Continuous assessment	1. Test	2	2	2		10	
	2.Portfolio	1	1	1		5	
	3.Creative work	2	2	2		10	
	4.Project	-	1	-		5	
	5.Terminal Examination	1	1	1		20	50
2. Final Exam	National Exam	-	-		-	50	50
	Total Marks						100



**Acting Commissioner for Education**  
**Ministry of Education and Vocational Training**  
**P.O. Box 9121**  
**Dar es Salaam**  
**Website: [www.moe.go.tz](http://www.moe.go.tz)**  
**Tel: 2110150-2, 2110179**  
**Fax: 022113271**

## **FORM V**

### **Class Competences**

By the end of form V students can demonstrate ability to:-

1. Describe the image of Fine Arts in East Africa.
2. Draw portraits from observation
3. Paint chromatic pictures from observation
4. Make graphic designs
5. Make sculpture by using clay and wood.
6. Market Fine Art works

### **Class Objectives**

By the end of form V the students should be able to:-

1. Describe and explain various aspects of East African art.
2. Acquire sculpture by using clay and wood.
3. Develop knowledge and skills of painting chromatic perspective pictures by observation and imagination.
4. Apply knowledge and skills of design to make graphic designs.
5. Use modelling and carving techniques to make
6. Acquire knowledge and skills of marketing works of Fine Arts.
7. Acquire knowledge and skills of drawing human figures, portraits and still - life from observation.



TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
1.0 AFRICAN ART East African Art	By the end of this sub topic the student should be able to: a) Identify the forms of East African Art.	(i) The teacher to guide the students to do library research on forms of East African Art (ii) The students to present the findings from Library research. (iii) The teacher to guide the students to summarise the research findings.	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Maps</li> <li>• Paintings</li> <li>• Drawings</li> <li>• Sculptures</li> <li>• Designs</li> <li>• Internet searching</li> </ul>	Is the student able to identify the Forms of East African Art?	6
	b) Cognize the media of East African Art	(i) The teacher to show the students samples of media of East African Art. (ii) The students to conduct group discussions on the media of East African Art (iv) The students to derive a summary on the media of East African Art.	<ul style="list-style-type: none"> <li>• Samples of media of East African Art (soil, roots, charcoal, flowers, blood, clay feathers, metal, wood and stone)</li> <li>• Reference books</li> <li>• Drawings</li> <li>• Paintings</li> <li>• Sculpture</li> </ul>	Is the student able to cognize the media of East African Art?	6
	c) State the functions of East African Art	The teacher to guide: (i) The students to search for in groups the functions of East African Art (ii) The students to present the outcome of their search in the class and discuss. (iii) The teacher to guide students to conclude the discussion.	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Art works depicting various functions of East African Art.</li> </ul>	Is the student able to state the functions of East African Art?	6



TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	figure.	proportions of a human figure.			
	c) Draw figures in movement and gestures.	(i) The teacher to set a human model in a moving gesture. (ii) Students to study and draw the gesture of the model. (iii) The students to display their drawings and discuss their works for improvement.	<ul style="list-style-type: none"> <li>Human model</li> <li>Sketch book</li> <li>Pencil</li> <li>Eraser</li> <li>Easel</li> <li>Drawing board</li> <li>Sample works</li> </ul>	Is the student able to draw gestures as posed by model?	10
	d) Apply shading.	(i) The teacher to guide the students to brainstorm on the shading techniques. (ii) The students to study techniques found on samples of drawings. (iii) The students to apply different shading techniques on their drawings.	<ul style="list-style-type: none"> <li>Samples of drawings shaded in different techniques</li> <li>Drawing equipment</li> <li>Drawing materials</li> </ul>	Is the student able to apply different shading techniques on their drawings?	10
2.3 Portraiture	By the end of this sub topic the student should be able to: a) Draw basic details of human head from observation.	(i) The teacher to guide the students to study the features of their faces in pairs. (ii) The students to discuss the vital details of a human head. (iii) The teacher to guide the students by steps to sketch the vital detail of the person's face. (iv) The students to draw the person's portrait.	<ul style="list-style-type: none"> <li>Mirror</li> <li>Overhead projectors</li> <li>Photographs</li> <li>Slides</li> <li>Portraits.</li> </ul>	Is the student able to draw details of human portrait from observation?	18
	b) Draw a person's portrait	(i) The teacher to assign students to sit vis-a-vis in pairs and draw each others portrait. (ii) Guide them on the techniques of drawing	<ul style="list-style-type: none"> <li>Rectangle.</li> <li>Drawings of human head.</li> </ul>	Is the student able to vis-a-vis draw another person's	10



TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
3.0 PAINTING 3.1 Colour theory		human portrait. (iii) The students to draw human portraits technically.	<ul style="list-style-type: none"> <li>Students' heads.</li> <li>Head figures.</li> <li>View finder</li> </ul>	portrait?	
	c) Draw self portrait	(i) The teacher to set a model portrait and pin point the necessary features on it. (ii) The students to discuss the necessary features found on the model portrait. (iii) The students to draw self portraits from photograph or mirror and display them for discussion and correction.	<ul style="list-style-type: none"> <li>A model of portrait</li> <li>Photographs</li> <li>Mirror</li> <li>Sample works</li> </ul>	Is the student able to draw self portrait?	12
	By the end of this sub-topic the student should be able to: a) Explain basic vocabulary of colour.	(i) The teacher to assign students in group to read textbooks and supplementary books on colour. (ii) The students to present to the class the findings on the theory of colour. (iii) The teacher to lead students to discuss and conclude the findings.	<ul style="list-style-type: none"> <li>Textbooks</li> <li>Supplementary books.</li> <li>Colour chart.</li> <li>Colour wheel</li> </ul>	Is the student able to explain vocabulary of colour?	6
	b) Analyse characteristics of colours.	(i) The teacher to guide students to construct a concept map to depict characteristics of colours. (ii) The teacher to guide students to mix colours to see their characteristics. (iii) The students to discuss the characteristics of colours. (iv) The students to write analytical summary of characteristics of colours.	<ul style="list-style-type: none"> <li>Colour wheel</li> <li>Colour Schemes</li> <li>Water colours</li> <li>Oil colours</li> <li>Palletes</li> <li>Brushes</li> <li>Water</li> <li>Water containers</li> <li>Colour chart</li> </ul>	Is the student able to analyse characteristics of colours?	6

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	c) Prepare a colour Wheel of 12 colours	(i) The teacher to guide students to develop a colour wheel. (ii) The students to prepare a wheel of 12 colours. (iii) The teacher to lead students to explain significance of the colour wheel	<ul style="list-style-type: none"> <li>• Colour Wheel</li> <li>• Colours</li> <li>• Brushes</li> <li>• Compass</li> <li>• Water</li> <li>• Palettes</li> <li>• Water colour papers</li> </ul>	Is the student able to prepare a wheel of 12 colours?	6
3.2 Water colour painting from observation.	By the end of this sub topic the student should be able to: a) Paint different sky scapes from observation.	(i) The teacher to guide the students to do outdoor observation of sky and discuss its appearance. (ii) The teacher to display sample works of sky paintings and guide the students on the ways of sky scape painting. (iii) The students to do sky scape painting by steps.	<ul style="list-style-type: none"> <li>• Sample works of sky paintings</li> <li>• Water colours</li> <li>• 2B pencils</li> <li>• 4 Brushes</li> <li>• Water</li> <li>• Palettes</li> <li>• Water colour papers</li> </ul>	Is the student able to paint different sky scapes from observation?	10
	b) Paint selected vegetation from observation.	(i) The teacher to guide the students to do outdoor observation of selected vegetation and discuss the appearance. (ii) The teacher to display sample works of vegetation paintings and guide the students on the basics of painting vegetation. (iii) The students to paint vegetation accordingly.	<ul style="list-style-type: none"> <li>• Sample vegetation paintings</li> <li>• Water colour paper</li> <li>• 2B pencil</li> <li>• Brushes</li> <li>• Water colour paints</li> <li>• Palettes</li> <li>• Vegetation site</li> </ul>	Is the student able to paint selected vegetation from observation?	12
	c) Paint landscape from observation	(i) The students to do outdoor observation of a chosen scene and its features. (ii) The teacher to display sample works of	<ul style="list-style-type: none"> <li>• Sample landscape paintings</li> </ul>	Is the student able to paint landscape from observation?	12

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
3.3 Water colour painting from imagination	By the end of this sub-topic the student should be able to compose imaginative paintings depicting various themes including cross cutting issues.	<p>landscape paintings for a study.</p> <p>(iii) The teacher to guide the students to paint landscape by steps.</p>	<ul style="list-style-type: none"> <li>Water colour paper</li> <li>2B pencils</li> <li>Brushes</li> <li>Water colour paints</li> <li>Palettes</li> <li>Landscape scene</li> </ul>		
4.0 DESIGN					
4.1 Elements of design	By the end of this sub-topic the student should be able to: a) Analyse elements of design.	<p>(i) The teacher to assign students to library research for analytical study of elements of design.</p> <p>(ii) The students to present analysis of elements of design and discuss.</p>	<ul style="list-style-type: none"> <li>Textbooks</li> <li>Journals</li> <li>Supplementary books</li> <li>Internet</li> <li>Encyclopaedia</li> <li>Designs</li> </ul>	Is the student able to analyse elements of design?	6
	b) Apply elements of design in creating different works of art.	<p>(i) The teacher to guide the students to apply elements of design to create different works of art.</p> <p>(ii) The students to display their works for improvement</p>	<ul style="list-style-type: none"> <li>Pencils</li> <li>Works of art</li> <li>Papers</li> </ul>	Is the student able to apply elements of design in creating different works of art?	10
4.2 Principles of	By the end of this	(i) The teacher to assign students to do library	<ul style="list-style-type: none"> <li>Textbooks</li> </ul>	Is the student able	



TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
design	sub- topic the student should be able to: a) Analyse principles of design.	(ii) The students to present result of the study for discussion.	<ul style="list-style-type: none"> <li>Journals</li> <li>Supplementary books</li> <li>Internet</li> <li>Encyclopaedia</li> <li>Designs</li> </ul>	to analyse principles of design?	6
5.0 GRAPHIC DESIGN 5.1 Letters and numerals	b) Apply principles of design in designing different works of art.	(i) The teacher to guide the students to apply the principles of design to design different items. (ii) The students to display their designs for discussion and improvement.	<ul style="list-style-type: none"> <li>Various design works</li> <li>Materials and equipment for design.</li> </ul>	Is the student able to apply principles of design to design different items?	10
	By the end of this sub topic the student should be able to: a) State the rules of designing Roman letters and Arabic numerals.	(i) The teacher to guide the students to study various forms of Roman letters and Arabic numerals to identify rules guiding their designing. (iii) The students to state the rules of letter and numeral designing.	<ul style="list-style-type: none"> <li>Various forms of letters and numerals.</li> </ul>	Is the student able to state the rules of letter and numeral design?	6
	b) Apply the rules and design three dimensional Roman letters.	(i) The teacher to guide the students to design three dimensional letters. (ii) The students to design and display their letters for discussion.	<ul style="list-style-type: none"> <li>Samples of three dimensional letters.</li> <li>Drawing equipment</li> </ul>	Is the student able to design three dimensional letters?	8
	c) Apply the rules and design three dimensional Arabic numerals.	(i) The teacher to guide the students to design three dimensional numerals. (ii) The students to design and display their works and discuss them.	<ul style="list-style-type: none"> <li>Samples of three dimensional numerals</li> <li>Drawing equipment</li> </ul>	Is the student able to design three dimensional numerals?	8
5.2 Poster	At the end of this	(i) The teacher to lead the students to	<ul style="list-style-type: none"> <li>Samples of posters</li> </ul>	Is the student able	

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	sub- topic the student should be able to: a) Identify characteristics of a poster.	(ii) The teacher to brainstorm the characteristics of a poster. The teacher to display sample posters and guide the students to identify the characteristics.		to identify characteristics of a poster?	6
	b) Design posters reflecting different themes to include cutting issues.	(i) The teacher to lead the students to design posters reflecting various themes including cross cutting issues. (ii) The students to display their works for plenary discussion.	<ul style="list-style-type: none"> <li>Sample works of art bearing cross cutting issues and other themes</li> </ul>	Is the student able to design a poster reflecting various themes including cross cutting issues?	10
6.0 PRINT MAKING	By the end of this sub topic the student should be able to:	(i) The teacher to lead the students to study on the materials and tools for stencil printing. (ii) The students to identify the materials and tools for stencil printing.	<ul style="list-style-type: none"> <li>Materials for stencil printing</li> <li>Tools for stencil printing</li> <li>Sample stencil</li> </ul>	Is the student able to identify materials and tools for stencil printing?	6
6.1 Stencil Printing	a) Identify materials and tools for stencil printing. b) Print by stencil.	(i) The teacher to guide the students to prepare materials and tools for stencil printing. (ii) The teacher to guide the students on how to do stencil printing and produce prints. (iii) The students to prepare materials for stencil printing and print various subjects	<ul style="list-style-type: none"> <li>Materials for stencil printing.</li> <li>Tools for stencil printing.</li> <li>Prints by stencil</li> </ul>	Is the student able to print by stencil?	8
6.2 Screen Printing	By the end of this sub- topic the student should be able to: a) Identify materials	(i) The teacher to display to the students materials and tools for screen printing. (ii) The students to identify functions of the materials and tools for screen printing	<ul style="list-style-type: none"> <li>Materials for screen printing</li> <li>Tools for screen printing</li> </ul>	Is the student able to identify materials and tools for screen printing?	6



TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	and tools for screen printing. b) Perform procedures of screen printing.	(i) The teacher to guide the students to prepare materials and tools and do screen printing. (ii) The students to print by screen technique.	<ul style="list-style-type: none"> <li>Materials for screen printing</li> <li>Tools for screen printing.</li> <li>Prints</li> </ul>	Is the student able to do procedures of screen printing?	8
<b>7.0 SCULPTURE</b> 7.1 Clay Modelling	By the end of this sub topic the student should be able to: a) Prepare clay. b) Apply clay techniques.	(i) The teacher to guide the students through the process of preparation of clay. (ii) The students to prepare clay accordingly	<ul style="list-style-type: none"> <li>Samples of ready clay</li> <li>Manipulating tools</li> <li>Storage facilities</li> <li>Samples of clay works made by different techniques</li> </ul>	Is the student able to prepare clay?	6
7.2 Wood sculpture	By the end of this sub-topic the student should be able to: Apply wood sculpture principles to curve various figures.	(i) The teacher to guide the students through the major methods of clay modelling. (ii) The students to model objects using different clay techniques. The teacher to guide students through demonstration to sculpt wood figures applying the wood carving principles.	<ul style="list-style-type: none"> <li>Pieces of wood</li> <li>Carvings tools</li> <li>Varnish</li> <li>Sand paper</li> <li>Brush</li> <li>Callipers</li> </ul>	Is the student able to apply methods of clay modelling?	16
<b>8.0 MARKETING</b> 8.1 Marketing of art works.	By the end of this sub topic the student should be able to: a) Explain the basics of marketing Fine Art works.	(i) The teacher to guide students to discuss on the rubrics of marketing. (ii) The teacher to guide the students to dramatize the rubrics of marketing art works.	<ul style="list-style-type: none"> <li>Library</li> <li>Internet</li> <li>Resource person</li> </ul>	Is the student able to explain the basics of marketing Fine Art works?	12
					10



TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
8.2 Promoting art Products	By the end of this sub-topic the student should be able to: a) Explain the importance of promoting products.	The teacher to guide the students to read books, journals, internet, and magazines on promotion of fine arts products and discuss the importance of it.	<ul style="list-style-type: none"> <li>Books, journals,</li> <li>Internet,</li> <li>Magazines</li> <li>Video</li> </ul>	Is the student able to explain the importance of promoting art products?	6
	b) advertise Fine Art products.	The teacher to lead the students to design advertisements for Fine Arts products.	<ul style="list-style-type: none"> <li>Posters, brochures, fliers, newspapers, radio, TV</li> <li>Resource person</li> </ul>	Is the student able to advertise Fine Art products?	10

## FORM VI

### Class Competences

By the end of form six the students should be able to:

1. Explain the rudiments of West African art.
2. Draw from observation and imagination.
3. Paint from observation and imagination.
4. Do printmaking.
5. Create designs.
6. Make sculpture.
7. Explain art management in Tanzania.

### Class Objectives

By the end of form six, the students should be able to:-

- 1 Explain the forms mediums and functions of West African art.
- 2 Draw anatomy of human and animal figures.
- 3 Draw living and none living objects from observation and imagination.
- 4 Paint from observation and imagination.
- 5 Create various design works.
- 6 Cast using Portland cement.
- 7 Acquire knowledge of Art management in Tanzania.

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
1.0 AFRICAN ART West African Art	By the end of this sub-topic the student should be able to: a) Identify the forms of West African Art.	(i) The teacher to guide the students to conduct library research on forms of West African Art. (ii) The students to do library research on the forms of West African Art discuss and present the findings.	<ul style="list-style-type: none"> <li>Reference books</li> <li>Video</li> <li>Internet</li> <li>Journals</li> <li>Magazines</li> <li>Maps</li> <li>Sample works</li> </ul>	Is the student able to identify the Forms of West African Art?	7
	b) Cognize the media of West African Art.	(i) The teacher to assign students to search information on the media of West African Art. (ii) The students to study the media of West African Art and present information in a plenary.	<ul style="list-style-type: none"> <li>Reference books</li> <li>Supplementary books</li> <li>Internet</li> <li>Journals</li> <li>Magazines</li> </ul>	Is the student able to cognize the media of West African Art?	7
	c) State the functions of West African Art.	(i) The teacher to assign students to search information on functions of West African Art. (ii) The student to conduct group discussions on the functions of West African Art and present in a plenary.	<ul style="list-style-type: none"> <li>Reference books</li> <li>Video</li> <li>Internet</li> <li>Journals</li> <li>Magazines</li> </ul>	Is the student able to state the functions of West African Art?	7
2.0 DRAWING 2.1 Human Anatomy	By the end of this sub topic the student should be able to: a) Draw the human skeleton system.	(i) The teacher to set a model of human skeleton for the students to study the structure. (ii) The students to draw the structure of human skeleton.	<ul style="list-style-type: none"> <li>Model of human skeleton</li> <li>Illustrations of human skeleton.</li> <li>Drawing materials</li> </ul>	Is the student able to draw the structure of human skeleton?	16
	b) Draw the structure of human muscle system.	(i) The teacher to set a model of human muscles for the students to study the structure.	<ul style="list-style-type: none"> <li>A model of human muscles system</li> <li>Drawings of the</li> </ul>	Is the student able to draw the structure of	16



TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		(ii) The students to draw the structure of human muscles system.	human muscle system • Drawing material	human muscles system?	
	c) Draw the anatomy of human body from observation.	(i) The teacher to set a model of human for the students to observe and draw features. (ii) The students to draw the human body from observation.	Human model • Drawing materials	Is the student able to draw the anatomy of human body from observation?	20
2.2 Birds and animal figures	By the end of this sub-topic the student should be able to: a) Identify basic features of birds and animal figures.	(i) The teacher to set models of bird and animal figures for structure and details study. (ii) The students to study the structure and features of birds and animals figures.	• A model of a bird • A model of an Animal • Drawings of birds and animals • Drawing materials	Is the student able to identify the basic features of bird and animal figures?	20
	b) Draw the birds and animal figures to reflect their basic features.	(i) The teacher to set models of a bird and an animal figure for a study. (ii) The students to draw the bird and animal figures to reflect their basic features.	• A model of a bird • A model of an animal	Is the student able to draw birds and animal figures?	20
3.0 PAINTING	By the end of this sub topic the student should be able to:	(i) The students to do outdoor study of a chosen scene. (ii) The teacher to guide the students to paint the scene in monochrome from observation.	• Objects/scene • Painting tools • Painting mediums • Sample works	Is the student able to paint a composition in monochrome?	16
3.1 Oil painting from observation	a) Paint compositions in monochrome.	(i) The teacher to display samples of oil paintings for discussion with students. (ii) The teacher to demonstrate how to paint subjects and the students to paint.	• Sample of oil paintings • Painting mediums • Painting materials	Is the student able to paint in oil?	16
3.2 Oil colour painting from imagination	By the end of this sub topic the student should be able to: a) Paint in oil.				

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	b) Paint different thematic compositions in oil depicting: (i) Daily activities. (ii) Cross cutting issues.	(i) The teacher to guide the students to compose themes depicting : • daily activities • cross cutting issues. (ii) The students to paint in oil themes depicting • cross cutting issues • Daily activities.	• Daily activities themes • Case studies on cross-cutting issues.	Is the student able to paint different thematic compositions depicting 1. Daily activities? 2. Cross cutting issues?	16
4.0 GRAPHIC DESIGN 4.1 Book Cover	By the end of this sub topic the student should be able to: a) State entries of a book cover. b) Design a book cover.	(i) The teacher to guide students to brainstorm on the entries of a book cover. (ii) The students to discuss entries of a book cover and their significances.	• Designs of book covers	Is the student able to: 1. State entries of a book cover? 2. State significances of entries of a book cover?	7
		(i) The teacher to display samples of book cover designs, guide students to study them and design ones. (ii) The students to study and design book covers.	• Samples of book covers • Drawing materials • Painting materials • Designing equipment	Is the student able to design a book cover?	16
4.2 Package	By the end of this sub-topic the student should be able to: a) Analyse features on different packages.	(i) The teacher to assign the students in groups to collect different packages and discuss their features. (ii) The students to analyse features on packages and write summary.	• Literatures on package design.	Is the student able to analyse features of a package?	7
	b) Design packages.	(i) The teacher to guide the students design packages through	• Designing tools • Designing materials	Is the student able to design a package?	16



TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		(ii) demonstration. The students to design packages.	<ul style="list-style-type: none"> <li>Sample packages</li> </ul>		
5.0 TEXTILE DESIGN	By the end of this sub-topic the student should be able to:	(i) The teacher to assign students in group to study various motifs and patterns from various sources and present.	<ul style="list-style-type: none"> <li>Samples on motifs and patterns</li> </ul>	Is the student able to create pattern for textile design?	7
5.1 Pattern making	a) Create patterns for textile design.	(ii) The students to make presentation of patterns for textile patterns.			
	b) Design textiles using different patterns.	(i) The teacher to guide students to design textile patterns. (ii) The students to design textile patterns.	<ul style="list-style-type: none"> <li>Designs of khanga, kitenge dress and curtains</li> </ul>	Is the student able to design patterns for textile design?	16
5.2 Other patterns	By the end of this sub topic the student should be able to design patterns for other products.	(i) The teacher to display samples of other designs for the students to study. (ii) The students to discuss and design patterns for carpets, curtains wrapping papers, cushions and table clothes.	<ul style="list-style-type: none"> <li>Samples of motifs and patterns on different products.</li> </ul>	Is the student able to design patterns for: <ul style="list-style-type: none"> <li>Carpet?</li> <li>Curtain?</li> <li>Wrapping paper?</li> <li>Table cloth?</li> <li>Customs?</li> </ul>	16
6.0 SCULPTURE	By the end of this sub topic the student should be able to:	(i) The teacher to guide the students do library reading on the casting procedure and discuss it.	<ul style="list-style-type: none"> <li>Text books</li> <li>Supplementary books</li> </ul>	Is the student able to describe the casting procedure?	6
Casting procedure	a) Describe the procedures of casting.				
	b) Cast in Portland cement.	(i) The teacher to invite an expert to guide the casting. (ii) The students to cast and display.	<ul style="list-style-type: none"> <li>Casting expert.</li> <li>Casting materials</li> <li>Casting tools</li> <li>Cast sample</li> </ul>	Is the student able to cast in Portland cement?	24



TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
7.0 MANAGEMENT OF THE ART IN TANZANIA	By the end of this subtopic the student should be able to explain roles of institutions managing art in Tanzania.	The teacher to invite a cultural officer to explain about institutions holding authority of art in Tanzania and their roles.	<ul style="list-style-type: none"> <li>Legal documents</li> <li>Pictures</li> </ul>	Is the student able to explain roles of institutions managing art in Tanzania?	7
7.1 Roles of Art management institutions in Tanzania.					
7.2 Copy right	By the end of this sub-topic the student should be able to: a) Explain the concept of copyright. b) State the importance of copy right law.	(i) The teacher to invite an expert of copy right law to explain the meaning of copy right. (ii) The students to discuss the concept of copy right. (i) The teacher to invite an expert to explain to the students the importance of copy right law.	<ul style="list-style-type: none"> <li>Legal documents</li> <li>Art bearing copy right law</li> <li>Legal documents</li> <li>Samples of copy right on different commodities</li> </ul>	Is the student able to explain the copy right concept?  Is the student able to state the importance of copy right law?	7



Printed by: Business Printers Ltd, 16 Lugoda Street Gerezani Industrial Area.  
P.O. Box 78495, Dar es salaam, Tel: (22) 2134060/2134062