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2/1/2025

Teaching and Learning Syllabus

FPLNS

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MIE

Template for the development of Teaching and Learning Syllabus

(A) Introduction

- Philosophy

Art and Design fosters creativity, critical thinking, and problem-solving by engaging students in hands-on activities and experiential learning. This subject provides a platform for students to learn *in, through, and about* Art and Design, encompassing artistic expression, craft, and design. Through thematic and project-based learning, students will explore ideas and artistic forms that contribute to both personal growth and career-oriented skills.

The syllabus encourages students to experiment with a wide range of materials, techniques, and processes, integrating both traditional and contemporary media. They will develop competencies in both two-dimensional and three-dimensional art forms, using tools that range from conventional artistic mediums to digital technologies. This approach nurtures their ability to communicate ideas, emotions, and cultural narratives effectively.

Aligned with the programme's competency-based approach, Art and Design emphasizes conceptual learning, problem-solving, and decision-making. Through creative exploration, students will refine their skills, make informed artistic choices, and develop a deeper understanding of how art functions as both personal expression and a professional field. The integration of hands-on activities and collaborative projects ensures that learning remains engaging and meaningful.

Furthermore, students will critically analyse their own artworks and those of others, fostering reflection, self-expression, and appreciation of artistic diversity. By the end of the programme, students will have developed essential artistic and creative thinking skills that support lifelong learning, career readiness, and a smooth transition into further education or vocational training opportunities.

- **Aim/objectives**

The aim of the Art and Design component in the Foundation Programme is to equip students with creative, critical thinking, and problem-solving skills through hands-on and experiential learning. By exploring both traditional and digital artistic practices, students will develop artistic expression, technical competencies, and an understanding of art as both a personal and professional pursuit.

(B) Unit standards (according to MQA requirement)

Unit no.	Unit Standard
C 7.1	Creative Expression with Drawing Media: Use various drawing media to express ideas, feelings and emotions creatively.
C 7.2	Creative Expression in Colour: Apply colour theory and techniques to create visually engaging artworks.
C 7.3	Creative Expression in Printing: Use different printmaking techniques to produce original and creative prints.
C 7.4	Creative Expression in 3D Media: Create three-dimensional artworks using various materials and construction methods.
C 7.5	Art and Innovation: Explore new ideas, techniques, and digital tools to create original and innovative artworks.
C 7.6	Art and Sustainability: Create artworks using eco-friendly materials and promote environmental awareness.

(C) Elements and Performance Criteria

7.1: Creative Expression with Drawing Media:

Use various drawing media to express ideas, feelings and emotions creatively.

Element 1:

Performance Criteria: Level 1

- Apply art elements and principles of design in their artwork.
- Explore different drawing media effectively to create artworks.

Performance Criteria: Level 2

- Apply basic knowledge of proportion and perspective to create depth in compositions.
- Manipulate drawing media with confidence and control.
- Use tonal gradation effectively to create compositions.

7.2: Creative Expression in Colour:

Apply colour theory and techniques to create visually engaging artworks.

Performance Criteria: Level 1

- Apply primary, secondary, complementary, warm and cool colours in artworks.
- Explore monochromatic colours in artworks.
- Apply colour mixing in their artwork.

Performance Criteria: Level 2

- Explore tonal gradation in compositions.
- Apply tones and colours effectively to convey mood, emotions and symbolic meaning.
- Create artworks using mixed media techniques.

7.3: Creative Expression in Printing:

Use different printmaking techniques to produce original and creative prints.

Performance Criteria: Level 1

- Design and create simple printing blocks or stencils for motifs and patterns.
- Explore a variety of materials, their shapes and textures for printing.

Performance Criteria: Level 2

- Combine printing techniques to create artworks.
- Explore the use of a variety of colours in making prints.

7.4: Creative Expression in 3D Media:

Create three-dimensional artworks using various materials and construction methods.

Performance Criteria: Level 1

- Experiment with diverse materials to create 3D constructions.
- Apply basic sculpting techniques to construct 3D constructions.
- Apply balance, unity and harmony in 3D constructions.

Performance Criteria: Level 2

- Incorporate recycled or found materials creatively to enhance their sculpture.
- Assemble and construct well-balanced 3D constructions using wire, cardboard, and clay.

7.5: Art and Innovation:

Explore new ideas, techniques, and digital tools to create original and innovative artworks.

Performance Criteria: Level 1

- Use digital technology to engage in research.
- Explore and use basic digital tools for art making.

Performance Criteria: Level 2

- Use basic drawing or painting software to create original artworks.
- Save, export, and print digital creations in appropriate formats.

7.6: Art and Sustainability:

Create artworks using eco-friendly materials and promote environmental awareness.

Performance Criteria: Level 1

- Identify and collect recyclable materials for art making.
- Use recycled materials to create well-balanced 2D artworks.

Performance Criteria: Level 2

- Use a variety of recycled or upcycled materials to create 3D artworks
- Reflect on how their artworks raise awareness about sustainability and encourage responsible art practices.

(D) Expected Learning outcomes by grades

At the end of Grade 7, students should be able to:

- Explore and develop visual ideas through primary and secondary sources and engage in basic experimentation to inform their creative process.
- Apply art elements, principles of design and basic drawing media to express ideas, feelings and emotions.
- Use primary, secondary, and complementary colours with basic mixing techniques to create artworks.
- Explore block printing and stencilling to create simple prints in multiple copies.
- Create simple 3D constructions using paper, clay, and recycled materials.
- Use simple digital tools for research and to create simple artworks.
- Use recycled materials to create well-balanced 2D artworks.

At the end of Grade 8, students should be able to:

- Use primary and secondary sources to develop ideas and carry out experimentation with a range of media, techniques, and processes.
- Understand basic concepts of proportion and perspective to create artworks.
- Use colour schemes and tonal gradation in creative compositions.
- Apply block printing to create motifs and patterns.

- Create 3D constructions using wire, cardboard, and clay.
- Explore drawing or painting software to create original artworks.
- Upcycle materials to create 3D eco-friendly artworks.

At the end of Grade 9, students should be able to:

- Use primary and secondary sources, including artists' references, to develop ideas and carry out experimentation with a range of media, techniques, and processes.
- Apply proportion and perspective to create expressive compositions and design works.
- Apply mixed media to create expressive drawings.
- Explore traditional paintings techniques and mixed media to express ideas and emotions.
- Combine printmaking methods to create patterns and designs.
- Create 3D constructions by combining a variety of materials and techniques.
- Explore online creative platforms to make digital artworks.
- Design impactful 3D artworks that promote sustainability.

(E) Assessment

Assessment in Art and Design will adopt a process-based approach, valuing both the final artistic outcome and the developmental journey of the learner. It will integrate both formative and summative assessment methods, with a strong focus on continuous assessment throughout the unit.

Formative assessment will be embedded within the learning process. Students will receive ongoing feedback from educators, engage in peer critiques, and participate in self-assessment to reflect on their work.

Summative assessment will include:

- Final artworks that demonstrate technical skills, creativity and originality.

- Oral presentations, where students articulate their concept, creative process and decision-making.
- Documentation of research, exploration of media, techniques, processes and materials.

This assessment approach aims to foster the holistic development of learners by nurturing their creative thinking, technical skills, and ability to critically engage with their own work and that of others.

(F) Learning Activity

Learning activities in Art and Design will be age-appropriate, inclusive, and designed to promote progressive skill development across grade levels. Activities will follow the design process, guiding learners through stages of research, development of ideas, experimentation, creation, and reflection.

Students will be encouraged to explore a wide range of media, techniques, processes and materials, including both traditional (e.g., drawing, painting, printmaking, sculpture) and contemporary digital practices. Learning tasks will promote creative expression, aesthetic awareness, and technical skill-building.

Activities will involve both individual and collaborative projects, allowing learners to develop personal response while also engaging in peer learning. Emphasis will be placed on experimentation prior to final outcomes, encouraging risk-taking and exploration. Opportunities for documentation of process, critiques, and classroom exhibitions will support reflective and meaningful engagement with the subject matter.

This approach ensures that all learners, regardless of background or ability, can access, engage with, and succeed in Art and Design learning experiences.