

Art and Design Syllabus

**Junior Lyceums
and
Area Secondary Schools**

Forms I, II, III, IV, and V

Department for Curriculum Management and eLearning

2009

Please note that
the Syllabi for Form 1 and Form 2
as shown below
have been replaced by a new curriculum
which can be accessed through the
Form 1 and Form 2 Curriculum pages.

Art and Design Syllabus

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THE ART AND DESIGN PROGRAMME

Rationale

Art is the visual language. It is a non-verbal universal means of communication transcending the barriers of time and space. It involves the senses of sight and touch. It deals with the process of perception where images and forms, conveying multi-layers of meaning, are created.

Unlike other subjects that predominantly explain the world in terms of literacy and numeracy, art is a non-discursive mode of knowing. Pupils use colour, form, texture pattern, line, tone, shape and space together with different materials and processes to communicate what they see, feel and think.

Art supports the individual. It values diversity and every personal response has value. It celebrates and fosters sensitivity towards cultural differences.

Art and Design has four general categories of aims:

Aesthetic – Perceptual – Technical – Personal and Social

Aesthetic aims

Through Art and Design learners understand and use the language of aesthetics. This will enable them to comprehend the nature and function of art forms to better understand their work and that of others within a historical context and within the context of their own environment and culture.

Perceptual Aims

The learners are provided with the perceptual skills needed to understand and respond to art and design forms and to the visual environment through visual, tactile and sensory experiences.

Technical aims

The learners are taught the necessary skills involved in the use of tools and materials and the manipulation of the latter.

Personal and Social aims

The quality of the children's learning is improved since the subject challenges their abilities to create and imagine, think, perceive, make decisions, work through problems etc. It heightens and improves their perception of the world and their reactions and responses to it.

Aims

Art and Design should stimulate creativity and imagination and should provide all learners with opportunities:

- To develop and translate an idea/ thought /concept into a tangible visible form or image.
- To enjoy and appreciate their own art and that of others.
- To become aware of the influence of place, time, culture, and material on the images and objects invented and created by artists, designers and craftspeople.
- To consider, select, and organize materials and media.
- To develop knowledge of techniques, processes and skills appropriate to the activity in hand and to the learners' stage of development, in an environment which stimulates awareness and imagination.
- To use feelings, imagination and memory to develop, express and communicate ideas and solutions.
- To become more aware of the visual environment and their relationship to it.

Assessment

Assessment should be linked to the Learning Outcomes within the four strands i.e.: Use of Materials Techniques Skills and Media; Expression of Feelings, Ideas, Thoughts and Solutions; Evaluation and Appreciation; Aesthetic awareness.

These outcomes encompass the technical, creative and critical development of learners. Assessment should therefore be concerned with learners' ability to:

- Select, control and use media, techniques and skills appropriate to the task
- Generate, investigate and communicate their own ideas and show that they can develop and sustain them in a variety of ways
- Describe significant features of their own and others' work and make informed judgments and choices

Assessment approaches will include:

- Observation of on-going work and ways of working
- Observation of completed works
- Discussion of their work and responses with learners
- Assessment of learners' responses to special assignments or tasks

In Art and Design the learner should be assessed on:

- The preparation and selection of materials for a task
- The learner's attitude and perseverance
- The learner's ability to generate ideas
- The quality and characteristics of the realized product.

Assessment will therefore be tied to the teacher's careful observation of learners at work and in any way she or he decides to keep a record of such observations. The strand of Evaluation and Appreciation may be assessed through discussion with and among learners.

Since Art and Design produces tangible results, evidence for assessment should take the form of folders; sketchbooks; portfolios and collections of the various stages of the learner's work and the finished product; working-diaries with drawings, photos and notes in Maltese and English showing the process and progress of a certain type of work; video recordings where applicable (e.g. installations, happenings, raku-firings, linking with other subjects etc.)

Learners should also be involved in the process of assessment and know how and why they are being assessed by teachers. If used with care, self-assessment can also be valuable to foster independent learning and critical skills. This can take the form of discussion, set criteria or, in the case of younger or less confident learners, a list of questions to ask themselves. With older learners self assessment and peer- assessment works best when the criteria against which they will make their critical evaluation is negotiated, discussed and understood beforehand.

Art Examinations

Assessment is also carried out through formal examinations which take place on a half-yearly and yearly basis.

Although many practices are carried out during the art lesson, the two basic ones which are usually examined are painting and drawing. However, the art examination does not

exclude other ways of executing the composition from a theme. These may include any of the practices stipulated in the rubric of the examination paper.

Form three, four and five learners are given a paper with two sections: section A deals with imaginative work that is, composition from a theme while section B deals with work from observation.

Half-yearly examination papers are school based. Annual examinations are set by the Educational Assessment Unit.

Pupils are also required to produce a portfolio of their work.

The papers in **Imaginative Picture Making or Composition from a Theme** are given three weeks in advance. The actual examination is carried out during lesson time to cover three hours of work for the imaginative paper and another three hours for the observation paper. The school management team has the option to conduct the art examination session for all students at one go if it can be arranged.

Assessment objectives are to be discussed with the learners prior to the examination.

The following are the current marking schemes for Forms III, IV and V.

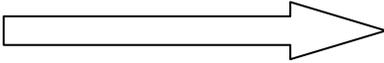
The examination will consist of three sections.

Section A: Work from Observation	(80 marks)
Section B: Imaginative Picture Making	(80 marks)
Section C: Presentation of a Portfolio of Work	(40 marks)

MARKING SCHEME – DRAWING OR PAINTING FROM OBSERVATION

The Mark Scheme, derived from the Assessment Objectives shown in the grid below, must be used when marking the DRAWING or PAINTING FROM OBSERVATION Art exam of Section A in the Exam Paper.

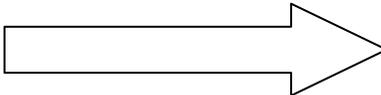
The Assessment Objectives form the basis for assessing the student’s work. The scheme is designed to assess the student’s competencies in doing Still Life. Each Descriptor carries 20 marks, which are divided as shown:

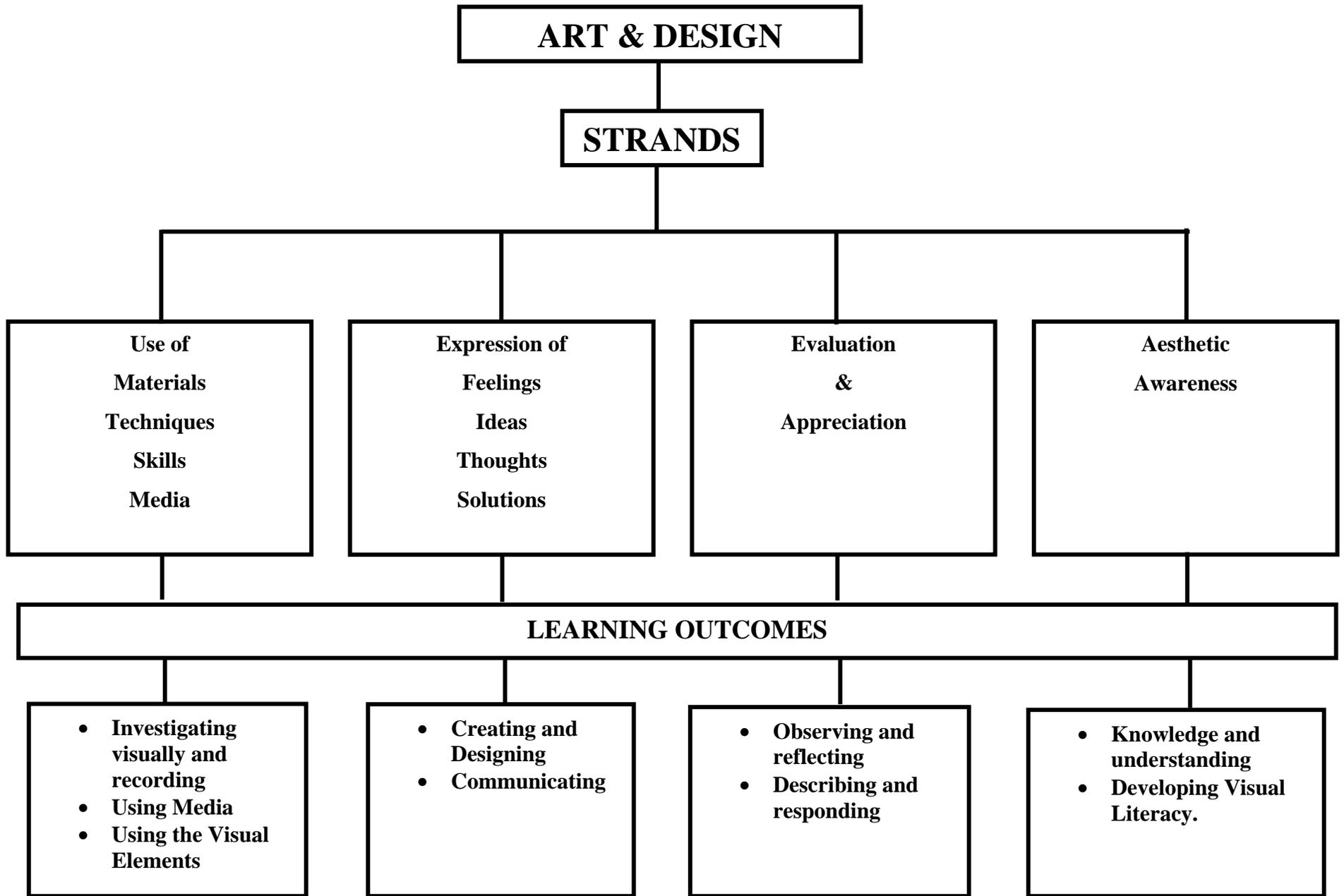
ASSESSMENT OBJECTIVES		No evidence	Limited and low-quality evidence	Either adequate evidence but of indifferent quality or limited evidence but of reasonable quality	Adequate evidence and of reasonable quality	Ample and high quality evidence	TOTAL MARK
i.	Makes effective use of form and space	0	4	8	12	16	
ii.	Is aware of the importance of the depiction of the Light and Shade	0	4	8	12	16	
iii.	Brings out the Tones found in the Still Life.	0	4	8	12	16	
iv.	Brings out the Textures found in the Still Life	0	4	8	12	16	
v.	Realises a Balanced Still Life by applying sensitively the basic Art Elements.	0	4	8	12	16	
TOTAL MARK 							

MARKING SCHEME - COMPOSITION FROM A THEME

The Mark Scheme derived from the Assessment Objectives, shown in the grid below, must be used when marking the COMPOSITION FROM A THEME Art exam in section B of the Exam Paper.

THE ASSESSMENT OBJECTIVES FORM THE BASIS FOR ASSESSING THE STUDENT'S WORK. THE SCHEME IS DESIGNED TO ASSESS THE STUDENT'S COMPETENCIES THROUGHOUT THE ENTIRE WORK PROCESS

ASSESSMENT OBJECTIVES		NO evidence	Limited and low-quality evidence	Either adequate evidence but of indifferent quality or limited evidence but of reasonable quality	Adequate evidence and of reasonable quality	Ample and high-quality evidence	TOTAL MARK
INVESTIGATION	i. Record responses to direct experience observation and imagination	0	5	10	15	20	
	ii. Investigate visual and other sources of information						
EXPERIMENTATION	iii. Explore and use a range of media for working	0	5	10	15	20	
	iv. Review, modify and refine work as it progresses						
DOCUMENTATION	v. Respond to the works of other artists, craft-persons and designers making connections with their own work.	0	5	10	15	20	
REALIZATION	vi. Realises ideas and intentions	0	5	10	15	20	
	vii. Refine and complete work						
TOTAL MARK 							



Explanation of Strands

The art Syllabus is divided into four strands:

- **Use of Materials, Techniques, Skills and Media**
- **Expression of Feelings , Ideas, Thoughts and solutions**
- **Evaluation and Appreciation**
- **Aesthetic Awareness**

These four **strands** have been chosen to ensure that in Art the full breath of activities, processes and procedures are experienced and knowledge and understanding gained. Learners will explore techniques as they express their feelings and ideas, will invent as they discover processes and will develop strategies for evaluating as they produce their own work and study the work of others. Activities in other curricular areas will often involve the strands and outcomes from within Art and the other expressive disciplines.

Within each **strand** a number of **attainment outcomes** have been identified as representing key aspects of the curriculum. The **outcomes** are further broken down into **specific objectives** and indicate a line of progression for each strand. Along with the **Strands and Outcomes, Objectives** form the basis for assessment and the planning of **Study Material**.

Strand 1: Use of Materials, Techniques, Skills and Media.

This strand involves learners in exploring, handling and using the rich variety of materials and media appropriate to the subject. Through practical activities and imaginative investigation, learners will gain knowledge and understanding, learn skills and techniques and develop expertise, discovering abilities which may then be developed through practice.

In Art and Design learners acquire confidence and skill in using a range of materials, techniques and processes through which they can explore and express their own view of the world and respond to visual problems and tasks. They will achieve this by **investigating visually and recording**, for instance when drawing, painting modelling and taking photographs. Activities of this kind will involve learners in **using media** and the **visual elements** of line, shape, form, colour, tone, pattern and texture in varying contexts.

Strand 2: Expression of Feelings, Ideas, Thoughts and Solutions

Through using materials, techniques, skills and media, learners create and communicate feelings, thoughts, ideas and solutions. The principal emphasis in this strand is on personal expression and communication of the learners' real or imagined experiences. Personal expression is a considered and often highly disciplined activity, as they develop

and progress, learners devise personal styles which are their first real experience of personal expression. Learners will also have opportunities to investigate design problems and plan their solutions. Such activities provide a basis for sharing and communicating ideas, for co-operating with others and for developing personal skills, self-esteem and positive attitudes to learning.

In Art and Design learners will be **creating** images and artefacts which reflect their perceptions of themselves, their experiences and their environment. They will be engaged in **designing**, planning and investigating in order to arrive at solutions to design tasks. **Communicating** and presenting the results of such activities provide opportunities to clarify their intentions and to share their ideas with others.

Strand 3: Evaluation and Appreciation

As learners develop their knowledge and understanding, they will start to make decisions and judgements. This process is enhanced through opportunities to become more aware of and sensitive to the environment, and to the work and opinions of other people, including peers. This strand is concerned with active reflection, where learners are encouraged to look in order to see, to listen in order to hear, to consider, to question and to present reasoned argument, so as to make judgements and choices more informed. Learners frequently evaluate their own work and that of others, including artists and crafts persons, in ways which vary from an immediate, personal response to considered critical analysis. This process should be made explicit, discussed and harnessed at every stage, to improve the quality of the learners' work.

In Art and Design, learners will have opportunities for **observing and reflecting** on both processes and products: in their own work, in the work of peers and in reproductions, texts, works in galleries and museums, and audio-visual material on the work of artists and designers across a wide range of cultures. They will have opportunities for **describing** these works and for **responding** to them by making personal judgements and ultimately critical appraisals.

Strand 4: Aesthetic awareness

Since images and symbols play an increasingly significant part in our lives, knowledge of aesthetics enables the learner to read these images. The learner's knowledge of the variety of forms in which art can be found is enhanced. Their idea of art will widen so as to incorporate the other expressive arts disciplines of Drama, Music and Physical Education. Learners become aware of the similar principles, processes and capacities involved in the four disciplines.

In Art and Design the learners discover the nature and function of the arts and develop an appreciative dimension. Learners gain **knowledge and understanding** becoming familiar with beauty and learning to recognise it. Their taste is refined and they will learn to respect and value the multicultural exchanges and the contributions of different periods to artistic heritage. The learner is encouraged to **develop visual literacy** and to forge a

cultural identity enabling other people's identities to be studied, understood and respected.

Art within the Curriculum

Art makes a unique contribution to the curriculum. It is a subject where each response has validity as there are no right or wrong answers. The very nature of the subject involving the participation of the child either individually or as member of a team fosters social integration and facilitates the adaptation of children experiencing difficulties in the school environment.

In Art some of the time given will be employed to **Learning in** the subject, developing various concepts, skills and processes. The work carried out in Art can motivate support and develop learning in other subjects especially Drama, Music and Physical Education, and contribute to the creation of a context for learning and teaching which is meaningful to the learner.

Another portion of time will be devoted to **learning about** art where the learner is involved in appraising and evaluating the work of artists, designers and the pupil's own work. The learner acquires knowledge of the different periods, cultures and traditions in art and the work of influential artists.

Art develops the learners' creativity and self expression. Skills and concepts acquired in other areas of the curriculum are reinforced. **Learning through** art offers the means for practical and imaginative involvement and application. It brings learning to life and gives a depth of understanding and relevance to the learner.

Study Approaches

Learners should be taught Knowledge, Skills and Attitudes through:

- Exploring a range of starting points for practical work including themselves, their experiences and natural and man made objects and environments.
- Working on their own and collaborating with others, on projects in two and three dimensions and on different scales.
- Using a range of materials and practices including ICT (e.g. painting , collage, print making, digital media, textiles and sculpture)
- Investigating art, craft and design in the locality, in a variety of genres and from a range of historical, social and cultural contexts (for example in original and reproduction form, during visits to museums galleries and sites, on the internet.)

The Creative Process

Working approaches should follow the process of **Investigation, Documentation, Experimentation, Realisation and Aesthetic Awareness** .This process in turn could be applied to all strands of the syllabus.

Investigation deals with exploration, researching and communication of ideas, feelings, thoughts and solutions about the theme or problem being tackled.

Documentation deals with record keeping. The learner records from experience, observation and imagination by drawing, photography, keeping notes, files, collections or working diaries related to the work in progress.

Experimentation deals with discovering ways to put ideas and solutions into practice by using materials, tools, and techniques in creative and innovative ways.

Realisation The above steps lead to the creation of a final work which could be an image, a form or a product etc.

Aesthetic Awareness is making connections to works of art, craft and design related to the work being carried out, using the visual elements and practicing the right skills and techniques.

Spontaneous and Intuitive Work

Time should also be allotted for the creation of **spontaneous and intuitive work** where the learner is allowed to create from personal experience and from the joy of handling materials and media.

Using the Syllabus

The rationale and the introduction of the syllabus are common to all years from Form 1 to Form 5 in the secondary sector. It is recommended that the rationale and all the information included in the first part of the syllabus be read prior to going to the strands, outcomes, attainment targets and notes pertaining to all forms.

There is an integrated syllabus for Forms 1 and 2 while the syllabi for forms III, IV and V are specific for each year.

The form V syllabus encourages pupils to be responsible for their own learning.

Portfolios and Projects

The keeping of portfolios containing a record of work from observation and imagination as well as the carrying out of projects around a theme, is a requirement of certain public examinations. Therefore students in all forms while following the national syllabus are also being prepared for public examinations at the end of form V.

SYLLABUS FRAMEWORK
THE ART LESSON



THROUGH ART

IN ART

ABOUT ART

TO EXPRESS PROCESSES AND PROCEDURES

THE CREATIVE PROCESS
STUDY SKILLS or THE LEARNING PROCESS

- **INVESTIGATION**
Exploring and Communicating ideas, feelings, thoughts and solutions
- **DOCUMENTATION**
Recording from experiences, observation and imagination by drawing and note taking
- **EXPERIMENTATION**
Using materials tools and techniques to experiment creatively and putting ideas into practice.
- **REALISATION**
Creating and Designing images or forms as a result of the above.
- **AESTHETIC AWARENESS**
Awareness of the value of aesthetics throughout the creative process. Using the visual elements and practicing the right skills and techniques.

TO LOOK

THE VISUAL ELEMENTS

Also known as, The Basic Elements, The Elements of Visual Language

Knowledge and application of

- Pattern
- Texture
- Colour
- Line
- Tone
- Shape
- Form
- Space

TO MAKE

USE OF MATERIALS, TECHNIQUES, SKILLS, MEDIA

PRACTICES

Incorporates visual and tactile skills

Every practice has its own techniques.

Practices include:

- Drawing
- Painting
- Printing
- Collage
- Sculpture
- Textiles
- Photography
- IT (where applicable)

TO EVALUATE TO APPRECIATE

ASTHETICS
ART HISTORY
CRITICISM

Development of Visual Literacy

Incorporates making, looking and expressing

Acquiring Knowledge and Understanding about art craft and design

Looking at examples locally, Past and present Western and non-western

Responding, Observing, Reflecting

Talking about art craft and design Describing, exploring and expressing opinions

Terms, Definitions and Descriptions

The Visual Elements

Line

A single mark on a page will produce a point or a dot. A slight movement will make a dash.

A longer movement creates a line which is a basic component of drawing.

The use of line should be explored regularly and for a range of purposes with drawing materials such as pencil, felt pen, crayon, pen and brush, each of which possesses individual line-making characteristics. Pupils can experiment with different kinds of line, broken, thin, thick, fluid and jagged lines, which can be used to express different ideas, moods and atmospheres.

Shape

Pupils should develop an ability to analyse what they see in terms of basic shapes. This may be done by observing and recording which will enable the learner to think in visual terms both in representational image-making and in communicating design solutions. Basic shapes include for example, geometric squares, circles, oblongs, triangles; they can be two or three dimensional, whole or broken, negative (background or surround) or positive. The negative space round objects can be just as important as the positive shapes of everyday objects such as figures or buildings; there are basic shapes such as squares that occur in every scene we visualise.

Form

Learners should experience the making of three-dimensional forms, by constructing and modelling in a range of materials for both expressive and functional purposes e.g. clay papier-mâché, junk, cardboard, paper and wire. Forms should be explored in different ways e.g. transparent, solid, rigid and flexible.

Shape and **form** are often used interchangeably. However, in art shape is more correctly used to refer to the two dimensional outline while form refers to the three dimensional shape.

Colour

In progressive stages, learners should become aware of the impact of colour in our daily lives. They should become independent in choosing colours for effect, e.g. primary and secondary, hot and cold. Confidence in colour mixing techniques should be developed with for example paints, chalk, and paper.

Tone

Tone is the degree of lightness or darkness of any colour. It is used to create various effects, for example light and shadow, depth, form, mood and atmosphere. Learners should investigate the effects of tonal range of colour, for example from light to dark in painting or from white through to greys to black in pastel drawings; and also the tonal range produced by different media, for example by charcoal, chalks and crayons, paint, pen, brush and ink.

Pattern

Pattern refers to the repetition of lines, shapes, and colours to be found in the natural and made world. In nature patterns are the result of growth structures, natural forces or the needs of living things to attract or disguise. In the made world they may be accidental, functional or

decorative, or a combination. Learners should be made aware of the impact of pattern in both 2-dimensional and 3-dimensional work. Pattern created by line, colour and texture should be practiced in order to embellish existing images and forms. They should be aware of the way pattern influences us and how it is influenced by circumstances such as tools, materials, traditions. Pattern can be transferred to everyday materials such as fabric, clay and paper by printing, dyeing, stamping, cutting, stencilling and drawing. It can be simple and repetitive as in potato printing or complex and embellished as in wallpaper and fabric.

Texture

Texture refers to the surface quality of things, for example rough or smooth, soft or jagged. Things can be experienced through touch as well as sight. Learners should be encouraged to create textures in clay works and collages through direct impression or casting, or by scratching and piercing paper, tearing and cutting material. Texture can also be suggested through illusion in drawing, painting, printing, wax rubbings and photography. Everyday objects such as clothes, buildings and natural forms should be pointed out and their textural surface explored.

Perspective

Perspective is a technique used to represent three dimensional images on a two dimensional picture plane. . It is the delineation of depth of view in a picture to create a sense of space. Perspective may be aerial or linear.

Linear perspective deals with the organisation of shapes in space. Lines carry the eye to a vanishing point and objects appear smaller and less defined as they become more distant.

Aerial perspective deals with the atmospheric effects on tones and colours. A sense of depth is created in a picture through using subdued colours to indicate distance.

Image

An image is any visual representation, for example a painting, drawing, photograph, collage, sculpture or model.

Media

Media (singular: medium) refers to the equipment, materials and techniques used in Art and Design activities, anything which makes a mark on a surface and the surface or material itself. For example, pen and paper, brush and canvas, thread and fabric: clay, stone, metal, tools.

FORM I AND II

Strands	Outcomes	Attainment Targets	Notes
<p>USE of Materials Techniques Skills Media</p>	<p>Investigating visually and recording</p>	<p>Use a limited number of ways of recording, e.g. drawing, painting, sketching, modelling, constructing.</p>	<ul style="list-style-type: none"> • Learners should study the visual elements when investigating and recording. • A variety of activities should be designed to explore the range of line produced e.g. by pencil, pen, chalk, charcoal, computer software. • A range of tones should be investigated which can be produced by the combined use of light and dark chalks, and the combined use of hard and soft pencils. • Other methods of investigating should be considered e.g. photography or taking rubbings from textured surfaces. These could be developed in relation to activities in other curricular areas. • Learners should also consider using these studies to enhance other Art and Design work e.g. using a collection of rubbings on a large panel, using a detailed drawing of a seashell in a poster. • Observing and recording should be promoted as the main research activity for most other Art and Design work.
	<p>Using media</p>	<p>Use a range of media in painting, printing, modelling, 3D construction or fabric-related activities, showing</p>	<ul style="list-style-type: none"> • At this level the teacher can offer some guidance in the use of media and the selection of materials. • Painting activities should be planned which encourage the use of a range of techniques, e.g. using

		<p>some understanding of the qualities of these and evidence of personal choice.</p>	<p>paint in a thin/runny way (misty mornings, wet days) in a thick vigorous way (stormy skies, stone walls) Also learners should explore the use of rollers, sponges and the edge of card as an alternative means of applying paint.</p> <ul style="list-style-type: none"> • Creating an image from the same subject e.g. ‘View from a window’ in a range of media (drawing, painting, print-making), will alert learners to the unique characteristics of each medium, and will promote discussion regarding selection of media and materials. Fabric and textile materials should be investigated e.g. in collage and puppetry. • Three dimensional work involving construction techniques should be explored, e.g. making a simple container from rolled out slab of clay, making a paper spill mask. Other modelling and constructing activities should be undertaken as group projects, at times contributing to on-going topic work.
	<p>Using visual elements</p>	<p>Use with some guidance and show progressive understanding of the visual elements through the making of images and objects.</p>	<ul style="list-style-type: none"> • The teacher should encourage development of a visual vocabulary, as an aid to promoting communication and awareness. • Planning a range of experiences the teacher can assist learners to progress from using simple light/dark tone to contrasting tones; primary colours and a mixture of these to mixing and using secondary colours; thin/thick/curly/jagged line to continuous and broken line; basic to regular and irregular shapes and forms; and using fine and coarse textures, to gradations of same. • Through these experiences learners should become more confident in

			<p>discussing their use of visual elements and should show a willingness to experiment with these, e.g. painting a sombre picture in low tone colours, creating a contrasting black and white pattern; producing a ‘focal point’ in a picture by using colour or tone arrangement. In this context , the teacher may encourage learners to look through a ‘view finder’ or zoom lens, in order to develop awareness of arrangement.</p> <ul style="list-style-type: none"> • Learners should be encouraged to become aware of visual elements in 2D-work, in making and discussing shape and form, both regular and irregular, e.g. a skateboard as opposed to a sculptured figure, the shapes of stones in the façade of a church compared with the shapes of stones in a rubble wall.
<p>EXPRESSION of Feelings Ideas Thoughts Solutions</p>	<p>Creating and Designing</p>	<p>Produce images which show further understanding of the qualities of visual elements and their use e.g. in drawing painting, modelling. and constructing; Suggest by drawing , visual presentation, simple models at least one possible solution to a design problem; Produce a solution to a design problem.</p>	<ul style="list-style-type: none"> • Learners should produce a variety of images and objects which have main features as ‘focal points’, sometimes seen from an unusual view point, e.g. .framed in a window or through a key hole. They should create a ‘focal point’, e.g. by means of colour, size and arrangement. • Learners should produce work from previously observed, recorded and collected information, e.g. sketchers, photographs, found objects, • Learners should experiment inventively and independently with colour, tone, line texture, pattern and form, in creating images and objects, from reality or from fantasy and imagination. • Learners should be encouraged to investigate and become familiar with the process of working from

	<p>Communicating</p>	<p>Show an increased interest in representing what is seen and imagined; Use a range of visual devices to attempt realism, e.g. in space, colour, detail and pattern.</p>	<p>ideas through to solutions by carrying out appropriate research, identifying suitable materials and considering possible solutions; all at a personal level. These activities may be graphic and two-dimensional, with solutions at times presented in sketches and drawings, or they may be realised as completed objects.</p> <ul style="list-style-type: none"> • The teacher should provide tasks specified in the form of a brief, e.g. ‘Make a gift box for a friend’, ‘Design and make a carrier-bag with a specific logo’; ‘Design and create a poster for Healthy Eating.’ Examples of ‘models’ from the world of professional design, e.g. hi-fi equipment, vehicle design, sportswear, may be used as stimulating resources. • Learners should show a greater personal interest in subjects which relate to their own experiences, feelings and emotions and strive for realism in personal expression, using more natural perspective, realistic colour, detail and pattern. • Teachers should discuss with learners how shapes and forms can be arranged to suggest their importance and spatial relationship to each other. They should help learners to understand how the visual elements especially colour, can be used to create a sense of reality or fantasy. • Learners should evolve design solutions and be invited to communicate and present these in graphic form; this activity may be supported by appropriate discussion. In communicating their solutions pupils should show evidence of the knowledge and
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			skills acquired in observing and recording. Where appropriate learners should use photography and computer-aided design to help them with these activities.
Evaluation and Appreciation	Observing, reflecting, describing and responding	<p>Research information about an artist or designer and their work form supplied sources, e.g. slides, video, DVD, school library;</p> <p>Make a judgement about their own or an artist's work using appropriate vocabulary;</p> <p>Make a personal evaluation of own or others' designs showing some understanding of a design process.</p>	<ul style="list-style-type: none"> • The teacher should provide through first-hand experience, opportunities for learners to extend their understanding and use of appropriate vocabulary; their insight into techniques; and their appreciation of the process of designing. • Visits to galleries and workshops should be arranged, studies of graphic and other design products should be used. Support should be provided through background resources, e.g. information about artists, gallery guides and exhibition worksheets, video and photographs. • Learners should be encouraged to evaluate their own and other's work. This may be planned by the teacher, within a supportive framework such as individual or group discussion. • Opportunities should be given for pupils to see and listen to artists, designers and craftspeople at work.
Aesthetic Awareness	Knowledge and Understanding	<p>Become aware of the role and function of art in our lives and in the past.</p> <p>Become aware of the different cultures of people from other countries.</p>	<ul style="list-style-type: none"> • Through discussion and film learners should become aware of the importance art plays in our lives. • Opportunities should be given through cross-curricular linking to become aware and appreciative of other cultures and their forms of art and expression.

	Developing Visual Literacy	<p>Start to discover the visual and tactile qualities of materials.</p> <p>Become aware of the Expressive Arts subjects.</p>	<ul style="list-style-type: none">• Learners gain Visual Literacy through practical work, e.g. drawing, painting, printmaking, collage textiles, 3D work, IT where applicable, as well as through response to artefacts and discussion.• Making links with other art disciplines i.e. Drama/ Theatre/Film, Music and Dance
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FORM III

III.1 Use of Materials, Techniques, Skills and Media

III.1.1 Investigating visually and recording

Learners

- use a variety of ways to record from first hand observations, experience and imagination e.g. drawing, painting, sketching, constructing, still or video photography
- use these as the basis for further development by investigating, combining and manipulating various materials and images taking into account audience and purpose
- organize and present this information in different ways, including using a sketch book, a visual journal or file.

III.1.2 Using Media

Learners

- apply and extend their experience of a range of materials and media, occasionally combining some of these.
- work confidently in a range of processes especially drawing while refining their control of tools and techniques.

III.1.3 Using Visual Elements

Learners

- become familiar and understand the qualities of the visual elements as well as use these in making images and objects
- demonstrate through discussion and application the relationship between at least two elements e.g. shape and pattern, colour and tone etc

III.2 Express Feelings, Ideas, Thoughts and Solutions

III.2.1 Creating and Designing

Learners

- fuse ideas, observations and feelings to design, create and make images and artefacts

- demonstrate the use of the visual elements in a wide range of activities. e.g. drawing, painting, sketching, constructing, still or video photography.

III.2.2 Communicating

Learners

- explore and develop ideas for different purposes and audiences
- use a range of visual methods to express feelings and ideas, attempting perspective, realistic colour and tone
- use abstraction to express fantasy and imagination occasionally using images from the mass media.

III.3 Evaluating and Appreciating

III.3.1 Observing and Reflecting

Learners

- observe, analyse and evaluate their own and others' work, express opinions and make reasoned judgments
- adapt and refine their work. Plan and develop it further, in the light of their own and others' evaluations
- reflect on what makes an artist in view of gender and social status etc.

III.3.2 Describing and responding

Learners

- talk and write about their own work and that of others
- start to build a related basic vocabulary
- describe the techniques and approaches used in the execution of the work together with the use of visual elements, media and materials.

III.4 Aesthetic Awareness

III.4.1 Knowledge and Understanding

Learners

- understand about continuity and change in the purposes and audiences of artists, craftspeople and designers from Malta, Europe and the wider world
- study the differences in the roles and functions of art in contemporary life and in the past
- acquire knowledge about the art of different cultures and ethnic minorities.

III.4.2 Developing Visual Literacy

Learners

- discover the visual and tactile qualities of materials and processes
- look at codes and conventions, how these are used to represent ideas, beliefs and values in works of art, craft and design
- become aware of the Visual Arts and other art disciplines ie Drama/ Theatre, Music and Dance.

FORM IV

IV.1 Use of Materials, Techniques, Skills and Media

IV.1.1 Investigating visually and recording:

Learners

- record, analyse and select information in a variety of ways with precision and accuracy e.g. Drawing, painting, sketching, constructing, still and video photography
- systematically collate visual information by exploring stimuli from a number of different viewpoints, e.g. observation, experience and imagination, using one or more types of visual media e.g. crayon, pencil, ink etc.
- organise and present this information in different ways e.g. sketchbook, journal, file, portfolio, exhibition of work in art room or on the school premises.

IV.1.2 Use of Media

Learners

- familiarize themselves so as to become confident in using a range of media for a variety of purposes e.g. investigating themes, expressing ideas, representing the characteristics of natural and manufactured objects
- investigate and experiment so as to understand the physical properties and technical processes associated with the effective use of various forms of media e.g. water colour, paint, printing ink, clay etc.

IV.1.3 Using Visual Elements

Learners

- show understanding of how the visual elements and basic visual concepts (e.g. *perspective, colour and tonal contrasts etc*) are interdependent in the creation and construction of visual images and 3-D forms
- demonstrate through discussion and application an understanding of the relationships which can exist between and amongst these elements.

IV.2 Express Feelings, Ideas, Thoughts and Solutions

IV.2.1 Creating and Designing

Learners

- demonstrate the ability to make a personal response to concepts such as imagination and fantasy through the use of visual elements
- demonstrate the ability to tackle a simple design problem/brief by working systematically through a basic design process, using a variety of media. *E.g. investigating a reference source, developing at least two ideas, determining a possible solution, constructing / creating a solution, evaluating the outcome.*

IV.2.2 Communicating

Learners

- take some responsibility for personal learning, by selecting and using appropriate media to explore and express ideas based on a personally chosen theme
- convey particular ideas and effects by exercising effective control over one or more types of media
- discuss and question critically and select from a range of visual and other information (e.g. exhibitions, interviews with artists, crafts persons, CD-ROM) to help themselves develop ideas for independent work.

IV.3 Evaluation and Appreciation

IV.3.1 Observing and Reflecting

Learners

- show some understanding about how to conduct an investigation and collate relevant information from first hand sources (paintings, sculptures, etc.) and books, audio-visual sources, CD- ROM, video tapes etc.
- communicate and justify some personal opinions about the work of artists and designers, showing an appreciation to the ways in which they use materials, media, the visual elements and concepts.

IV.3.2 Describing and responding

Learners

- use simple criteria for assessing and evaluating their own expressive and design work
- use their findings when making appropriate plans for improving their own work
- start to build a related basic vocabulary.

IV.4 Aesthetic Awareness

IV.4.1 Knowledge and Understanding

Learners

- understand about continuity and change in the purposes and audiences of artists, craftspeople and designers from Malta, Europe and the wider world, taking into account technological, religious and cultural contexts
- study the differences in the roles and functions of art in different cultures such as Aboriginal, African, Islamic, Native American and Oriental
- acquire knowledge about multiculturalism and globalization: how this is affecting art in contemporary life in Malta, Europe and the wider world.

IV.4.2 Developing Visual Literacy

Learners

- discover the visual and tactile qualities of materials and processes. How these can be manipulated and matched to ideas, purpose and audiences
- start building a holistic understanding of visual culture
- make connections between the Visual Arts and other disciplines i.e. Drama/ Theatre, Music and Dance.

FORM V

V.1 Use of Materials, Techniques, Skills and Media

V.1.1 Investigating visually and recording

Learners

- continue to investigate visually and record a range of subject matter, using and developing their techniques
- further develop their awareness of the observation and recording process and recognize its relevance to work in Art and Design and in other areas of the curriculum
- collect and record different types of reference materials of their own choice and build up a folder of these
- organise and present their work in various ways.

V.1.2 Using Media

Learners

- continue to explore and develop image-making in a range of media, working in two and three dimensions and mixed media, taking considerable responsibility for their own planning
- continue to explore, develop and discuss a range of processes and techniques, selecting appropriate media for themselves
- continue to investigate a wide range of activities, develop their understanding of technological aids and applications.

V.1.3 Using the Visual Elements

Learners

- use the visual elements with skill and sensitivity
- move towards independent understanding of ways of designing, pattern-making and drawing, and of creating mood, atmosphere and distance in image making
- continue to draw, paint and model regular and irregular shapes and forms from the natural and man-made environment.

V.2 Expression of Feelings, Ideas, Thoughts and Solutions

V.2.1 Creating and Designing

Learners

- start to select and research for themselves subject matter, theme, topics, objects and events which stimulate expressive reaction and develop their own fantasy and imagination
- continue to investigate and develop the process of researching and working from ideas through to solutions in two and three dimensions
- start to produce their own design briefs for chosen purposes using models from the world of professional design or from their own experience.

V.2.2 Communicating

Learners

- continue to use and develop the knowledge and skills acquired in observing and recording
- develop further their understanding and use of perspective, realistic colour, appropriate scale and proportion, in seeking to express responses to their observed environment
- research themselves and explore different ways of combining abstract with realistic images, from the wide variety of sources available to them
- use photography and computer aided design to help them with these activities
- engage in appropriate discussion about their own and others' ideas
- continue to develop skills in communicating design solutions and presenting these in a variety of forms.

V.3 Evaluation and Appreciation

V.3.1 Observing and Reflecting

Learners

- undertake independent study of artists and designers, choosing and using a wide range of sources and reference materials

- continue to pursue their own lines of investigation and share their findings and evaluations with others
- evaluate the success of their solutions to design briefs and their own personal responses to them.

V.3.2 Describing and responding

Learners

- regularly take opportunities to see artists, designers and crafts people at work seeking to improve their knowledge of specialized vocabulary related to the different skills, techniques, tools and materials used
- consider and respond to the work of others by: describing the difference between functional or decorative works; distinguishing between different aspects of art and craft; responding to the subject matter of a work of art by considering its moral, spiritual, social or cultural tone
- continue building a specialised art vocabulary.

V.4 Aesthetic Awareness

V.4.1 Knowledge and Understanding

Learners

- understand about continuity and change in the purposes and audiences of artists, craftspeople and designers from Malta, Europe and the wider world, taking into account technological, religious, political, economic and cultural contexts
- study the differences in the roles and functions of art in contemporary life, medieval, renaissance and post-renaissance periods
- look at the changing cultural identity of the Maltese in a Mediterranean and European context.

V.4.2 Developing Visual Literacy

Learners

- discover the visual and tactile qualities of materials and processes, their use in modern and contemporary art and how they affect the standards and principles (canon) of art

- become aware of relationships between visual culture and personal and social lives, technology and contemporary events
- acquire knowledge where and how to do research about art.