

SEC 03 ART

Year 9, 10 & 11

SEC Art Syllabus 2025 link: https://www.um.edu.mt/_data/assets/pdf_file/0018/470322/SEC03ArtLOFSyllabus2025.pdf

Year 9, 10, 11

At the end of the programme, I can:

LO 1. analyse and discuss works of art from the past and the present, from local and different cultures and relate them to their historical, political, religious and social contexts in which they were created.

LO 2. analyse and discuss the elements of art and principles of design, inherent in works of art and design and apply them to express my personal views in a creative visual language. (i.e. line, colour, shape etc./balance, contrast, rhythm)

LO 3. use a number of media, select the appropriate support and manipulate the relative tools in a creative visual language to create images and forms.

LO 4. comprehend the roles of knowledgeable craftsmanship and creativity, in the production of craft, design and fine art works, and can find the right balance between these two requisites in my artwork.

LO 5. employ the elements and principles of visual language to analyse and interpret personal visual creative work in two or three-dimension, natural or man-made objects which I observe, remember or imagine.

LO 6. sustain an idea or theme through research, experimentation and development, and an interest in my work until it reaches its final creative stage.

LO 7. make use of lateral thinking¹, take risks and tread new ground to investigate various possibilities for problem solving.

LO 8. respond in a personal way to a theme or situation and express in a visual language my thoughts, feelings, beliefs, and emotions.

¹ Lateral thinking is concerned with the generation of new ideas by breaking out of the concept presence of old ideas. This leads to changes in attitude and approach; to looking in a different way at things which have always been looked at in the same way.

Learning Outcomes and Assessment Criteria

Subject Focus:	Aesthetic Awareness
Learning Outcome 1:	I can analyse and discuss works of art from the past and the present, from local and different cultures and relate them to their historical, political, religious and social contexts in which they were created.
(Coursework)	

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
1.1a I can identify how artists have expressed their personal perception and emotions to themes related to human life and experience ² through their artistic visual creation.	1.2a I can describe how artists have expressed their personal perception and emotions to themes related to human life and experience ² through their artistic visual creation.	1.3a I can analyse how artists have expressed their personal perception and emotions to themes related to human life and experience ² through their artistic visual creation.
1.1b I can identify religious, political and/or social connotations found in a number of works of art.	1.2b I can describe religious, political and/or social connotations found in a number of works of art.	1.3b I can discuss religious, political and/or social connotations found in a number of works of art.
1.1c I can identify the intrinsic beauty of vernacular architecture in, rural and urban areas including their social and historical value.	1.2c I can describe the intrinsic beauty of vernacular architecture in, rural and urban areas including their social and historical value.	1.3c I can discuss the intrinsic beauty of vernacular architecture in, rural and urban areas including their social and historical value.
1.1d I can identify important works of art, design and architecture that show aesthetic elements in their composition or construction.	1.2d I can describe important works of art, design and architecture that show aesthetic elements in their composition or construction.	1.3d I can discuss important works of art, design and architecture that show aesthetic elements in their composition or construction.
1.1e I can identify the different approaches and methods ³ found in works of art.	1.2e I can produce work that reflects my knowledge of different approaches and methods ³ found in works of art.	1.3e I can produce work that reflects my personal interpretations with reference to different approaches and methods ³ found in artworks.

² death, nature, war, beauty, spirituality, politics, etc. across history and cultures

³ Style, periods, materials, techniques

Subject Focus:	Aesthetic Awareness
Learning Outcome 2: (Coursework and Controlled)	I can analyse, and discuss the elements of art and principles of design, inherent in works of art and design and apply them to express my personal views in a creative visual language. (i.e. line, colour, shape etc./ balance, contrast, rhythm)

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
2.1a I can identify the basic main visual elements ⁴ : colour, line, texture etc.	2.2a I can discuss the characteristics and potential application inherent in different basic elements ⁴ .	2.3a I can analyse significant visual elements ⁴ in natural and manmade objects and the environment itself.
2.1b I can identify how the art elements feature and enrich our everyday life both socially and culturally.	2.2b I can describe how the art elements feature and enrich our everyday life both socially and culturally.	2.3b I can analyse how the art elements feature and enrich our everyday life both socially and culturally.
2.1c I can identify how various elements and principles of art contribute to the aesthetic value of works of art and design.	2.2c I can describe how various elements and principles of art contribute to the aesthetic value of works of art and design.	2.3c I can analyse how various elements and principles of art contribute to the aesthetic value of works of art and design.
2.1d I can identify the utilitarian, practical aspect and the aesthetic value, necessary for a good design in everyday objects.	2.2d I can describe the utilitarian, practical aspect and the aesthetic value, necessary for a good design in everyday objects.	2.3d I can analyse the utilitarian, practical aspect and the aesthetic value, necessary for a good design in everyday objects.
2.1e I can identify, with support, the difference between art created to express beauty and art that expresses our inner feelings ⁵ .	2.2e I can differentiate between art created to express harmony and beauty, and art that expresses our inner feelings ⁵ related to the human dilemma.	2.3e I can analyse the difference between art created to express harmony and beauty, and art that expresses our inner feelings ⁵ related to the human dilemma.

⁴ The basic art elements: Line, Shape, Form, Space, Colour, Tone, Texture and Pattern

⁵ Meaning, significance, emotions and feelings

Subject Focus:	Technical and Productive Skills
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Learning Outcome 3:**(Coursework and Controlled)**I can use a number of media⁶, select the appropriate support and manipulate the relative tools in a creative visual language to create images and forms.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
3.1a I can make limited use of drawing and/or painting media with some support.	3.2a I can adequately use drawing and/or painting media and choose the right support and handling.	3.3a I can creatively use drawing and/or painting media and choose the right support and handling.
3.1b I can make use of the basic characteristics of the selected medium to express myself visually.	3.2b I can make use of the intrinsic characteristics of the selected medium/media to express myself visually.	3.3b I can make the appropriate use of the intrinsic characteristics of the selected medium/media to express myself visually.
3.1c I can identify the accidental effect in the development of my work	3.2c I can transform the accidental effect in the development of my work.	3.3c I can use different media and transform accidents to good use in the development of my work.
3.1d I can with support use my drawing skills to express myself in 2D or 3D works in artistic practices.	3.2d I can use my drawing skills to express myself in 2D or 3D works in artistic practices.	3.3d I can use my drawing skills to create detailed 2D and 3D artworks.
3.1e. I can make use of a viewfinder to select a composition.	3.2e I can make use of a viewfinder to select a good composition.	3.3e I can make use of a viewfinder to choose the right solution for my composition.

⁶ Apart from the basics drawing and painting techniques, candidates can use a minimum of two other practices e.g. Photography, collage, printing, 3D work, pottery, digital work, textiles.

Subject Focus:**Technical and Productive Skills**

Learning Outcome 4:**(Coursework and Controlled)**

I can comprehend the roles of knowledgeable craftsmanship and creativity, in the production of craft, design and fine art works, and can find the right balance between these two requisites in my artwork.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
4.1a I can identify the differences between a work crafted for a specific purpose/use and one created to express the artist's emotions and imagination.	4.2a I can distinguish between works which purely rely on craftsmanship and design created for functional and decorative purposes and works of art, which express the artist's emotions and imagination.	4.3a I can analyse the differences between works which purely rely on craftsmanship and design created for functional and decorative purposes and works of art, which express the artist's emotions and imagination.
4.1b I can, with support, apply basic self-expression and aesthetic qualities with some craftsmanship, skills and techniques to create a personal visual artwork.	4.2b I can apply basic self-expression and aesthetic qualities with some craftsmanship, skills and techniques to create a personal visual artwork.	4.3b I can integrate self-expression and aesthetic qualities with craftsmanship, skills and techniques to create a personal visual artwork.
4.1c I can identify the differences between the intrinsic requirements of various art forms. ⁷	4.2c I can distinguish the intrinsic requirements of various art forms ⁷ .	4.3c I can integrate the intrinsic requirements of various art forms in my personal creative work ⁷ .
	4.2d I can produce a work of art that shows some balance between the characteristics and limitations inherent in the medium.	4.3d I can produce a work of art that exploits the right balance between the characteristics and limitations inherent in the medium.

⁷ Mural, poster, logo etc.

Learning Outcome 5:**(Coursework and Controlled)**

I can employ the elements and principles of visual language to analyse and interpret personal visual creative work in two or three-dimension, natural or man-made objects which I observe, remember or imagine.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
5.1a I can make use of the colour wheel to mix secondary and tertiary colours from the primary colours.	5.2a I can make use of the colour wheel to mix secondary and tertiary colours with their tints and shades.	5.3a I can make use of the basic colour theory (the colours of the prism), warm/cool colours, juxtaposition of colours, to convey the desired atmosphere and mood in my artworks.
5.1b I can make use of colours to obtain some hues and tones to create contrast.	5.2b I can make use of the juxtaposition of colours to obtain the right hues and tones to create contrast.	5.3b I can make use of the juxtaposition of colours to obtain the right hue and tone by simultaneous contrast.
5.1c I can make use of simple planar perspective (superimposition of shapes) to create the illusion of depth.	5.2c I can make use of simple planar and one point perspective to create the illusion of depth.	5.3c I can use the rules of linear and aerial perspective to create form and space from direct observation and imagination in two-dimensional artworks.
5.1d I can render the illusion of form of geometrical objects in my composition.	5.2d I can render the illusion of form in objects and or figures in my composition.	5.3d I can render the illusion of form and depth of objects and figures in foreshortening.
5.1e I can indicate the direction of light and shade to create form in two-dimensional work.	5.2e I can interpret the phenomenon of the direction and intensity of light and shade to create form in two-dimensional work.	5.3e I can create the illusion of light and shade (through light, highlight, middle-tone, core shadow, reflected light and cast shadow) to create form in two-dimensional work.
5.1f I can make use of basic tonal values to express form.	5.2f I can apply some tonal values to express form and texture.	5.3f I can make use of the right tonal values to express form, texture and tactile value.

Assessment Criteria (MQF 1)**Assessment Criteria (MQF 2)****Assessment Criteria (MQF 3)**

5.1g I can make use of some tonal values in my composition.	5.2g I can make use of tonal values to get the right visual effect in my composition.	5.3g I can make use of the juxtaposition of tonal values to get the right visual effect.
5.1h I can draw the right shape of an object.	5.2h I can draw the right shape and planes using tonal values.	5.3h I can draw planes and form through the use of tonal values.
5.1i I can make a line drawing.	5.2i I can give a different function and weighting to line in my drawing.	5.3i I can render the correct weighting and function of line in my drawing i.e. outline, contour and expressive line.
5.1j I can draw objects to give an idea of proportions.	5.2j I can draw objects in their right proportions by using proportional measurements (measuring at arm's length).	5.3j I can draw objects in their right shape and proportions through the correct use of proportional measurements (measuring at arm's length).
5.1k I can give the idea of gravity pull on objects by plumbing ⁸ (plumb line).	5.2k I can find and interpret the gravity pull on objects and figures by plumbing (plumb line).	5.3k I can find and interpret the gravity pull on objects and figures without plumbing.

⁸ Plumbing is done by hanging a weight by a string (can be substituted by a straight edge) to find points exactly vertically aligned to each other.

Learning Outcome 6:**(Coursework and Controlled)**

I can sustain an idea or theme through research, experimentation and development, and an interest in the work in hand until it reaches its final creative stage.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
6.1a I can select from secondary sources the right material to enhance my creative investigation.	6.2a I can select from basic primary and secondary sources the right material to carry out my creative investigation.	6.3a I can select from primary and secondary sources the right material to enrich my creative investigation.
6.1b I can with support produce a basic mind-web on a selected theme or idea.	6.2b I can produce a basic mind-web on a selected theme or idea.	6.3b I can produce a mind-web on a selected theme or idea and sustain its creative development until I reach and produce my final artwork on the theme.
6.1c I can keep a basic work journal to record my ideas.	6.2c I can keep a work journal to record my ideas and write down my thoughts and findings throughout the creative process.	6.3c I can keep a work journal - recording my changing and developing ideas and jotting down my thoughts and findings throughout the investigative and experimental creative process.
6.1d I can, with support, briefly describe the basic research work about art, artists and art history.	6.2d I can discuss the research work about art, artists and art history.	6.3d I can analyse the accumulated research work about art, artists and art history.
6.1e I can create artistic work based on my basic research.	6.2e I can create artistic works based on the analysis of my basic research.	6.3e I can create my personal artistic works based on the analysis of my research.

Subject Focus:	Personal and Social Expression
Learning Outcome 7: (Coursework and Controlled)	I can respond in a personal way to a theme or situation and express in a visual language my thoughts, feelings, beliefs, and emotions.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
7.1a I can record my thoughts and feelings about my personal experiences through basic annotations and sketches in my work journal.	7.2a I can express my thoughts and feelings through sketches, drawings and annotations, regarding my personal experiences in my work journal.	7.3a I can analyse my thoughts and feelings through sketches, drawings and annotations, regarding my personal experiences in my work journal.
7.1b I can use basic knowledge of media and techniques to communicate visually my beliefs and emotions regarding personal experiences or social matters in my artwork.	7.2b I can use knowledge of media and techniques to communicate visually my beliefs and emotions regarding personal experiences or social matters in my artwork.	7.3b I can use sound knowledge of media and techniques to communicate and visually express my personal experiences or social matters etc. in my artwork.
7.1c I can record my thoughts and feelings about social matters through basic annotations and sketches on my work journal.	7.2c I can express my thoughts and feelings through sketches, drawings and annotations, regarding current events in my work journal.	7.3c I can record my personal analytic response through annotations, sketches, drawings concerning current events, ideas and social issues in my work journal.

Subject Focus:	Personal and Social Expression
Learning Outcome 8: (Coursework and Controlled)	I can make use of lateral thinking ⁹ , take risks and tread new ground to investigate various possibilities for problem solving.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
8.1a I can, with support, experiment with ideas, materials and techniques.	8.2a I can experiment with ideas, materials and techniques.	8.3a I can take risks and experiment with ideas, materials and techniques to express my creative insights.
8.1b I can identify the works of important old and contemporary masters to which I can relate my work.	8.2b I can research the works of old and contemporary masters in search of personal solutions to problems encountered in the process of my technical and creative work.	8.3b I can analyse the works of old and contemporary masters to come up with my own personal solutions to problems encountered in the process of my technical and creative work.
8.1c I can, with support, find alternative solutions to resolve accidents ¹⁰ in my artwork.	8.2c I can find alternative solutions to turn accidents ¹⁰ into new possibilities in my artwork.	8.3c I can turn accidents ¹⁰ into new possibilities, and use them to my advantage in my artwork.

⁹ Lateral thinking is a term coined in 1967 by Prof. Edward De Bono. It is the mental process of generating ideas and problem solving by looking at a problem from a unique new perspective.

¹⁰ Happy Accidents is a term often used by artists to describe when an accident can lead to something positive, that otherwise would not have been achieved.