

MAY 2024

Art Curriculum

Developed by



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ART

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*"The artist is not a special kind of man but every man is a special kind of artist."
Coomaraswamy (1956, p. 112)*

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Introduction

Since the genesis of humankind, people have used art as a medium to express their intellectual intuition, perception and sentiments about the world around them - leaving an inspiring influence for the future generations. In-depth research around ancient human civilizations have informed us of the most primitive form of art that was adopted initially by humans: cave painting. Several new art forms have emerged since then and have enriched human's aesthetics and intellectual expressions.

The discipline of art encompasses a wide spectrum of activities ranging from sculpting, painting and photography to architecture. These activities serve as a conduits of creative expression for the students of art and enable them to imagine and express themselves in a varied number of ways, enabling both the intellectual and emotional progression of humankind.

The artistic expression is not confined by the superficial boundaries of culture, language, tradition or geographical location. It dwells at the cusp of the human need to create things of insightful beauty and the recording of information and ideas. There is a universality to art that unites the sentiments of people hailing from dissimilar backgrounds through a comprehensive portrayal of life conditions.

Humans have a deep impulse to see, hear and read that they can relate their lives with, so as to lessen the occasional sensations of loneliness and melancholy that beset their minds. This stinging human yearn is fulfilled by the exposure to numerous art forms, such as literature, cinema and music.

According to Piaget's theory of cognitive development, children go through distinct stages of mental development as they grow, and art plays a crucial role in their progress through these stages. Art allows children to explore and express their ideas, emotions, and perceptions in a safe and creative way. It provides them with opportunities to develop their cognitive, motor, and social skills, such as hand-eye coordination, spatial awareness, and communication. Art also encourages children to think creatively, problem-solve, and develop a sense of autonomy, which is essential for their development. By engaging in art activities, children can construct their own knowledge of the world around them and make sense of their experiences. Thus, art is an essential tool for promoting children's cognitive, emotional, and social development.

Not only this, art plays a significant role in promoting emotional health and wellbeing. Creating art can be a therapeutic process that allows individuals to express and process their emotions, reducing stress and anxiety levels. Engaging in artistic activities such as painting, drawing, or writing can also promote relaxation and mindfulness, improving overall emotional resilience. Additionally, viewing art can stimulate positive emotions and promote a sense of connectedness and community. Artistic expression has been used in various forms of therapy, such as art therapy and music therapy, to help individuals cope with emotional challenges and improve their mental health. Overall, art provides a creative outlet that promotes emotional expression, connection, and healing

This curriculum is designed specifically for the purpose of defining the cardinal value and role of art as a fundamental subject in the educational system of Pakistan. In addition to this, an inculcation of history and culture is also subsumed under the subject of art with an overarching goal of enlightening the students about the background of prominent artisans and art themes. The integration of art with other disciplines has also been taken into consideration in the curriculum. The integration plays a significant role in students learning and supports the idea of no child left behind. It will not only help us understand how each student is different from one another but also help students build their confidence, enhances focus, develops higher order thinking skills and so forth. However, art integration is also misunderstood by a lot of art educators that it devalues the significance of art. Therefore, in order to understand a simple formula of the magnitude of art integration Unsworth (1999) stated that, "Art is not demeaned by connecting it with math, science, social studies but that, the connection gives substance to the artwork and shape to the subject content. (as cited in Baker, 2013, p. 1)"

This curriculum will equip students with the necessary skills and tools to express themselves, develop their observational skills, and challenge their ability to think critically and solve problems effectively. The curriculum also aims to use art as a tool to enlighten students about cultural history (ies), and will made students aware of the interconnectedness of different cultures and geographies.

In addition to that, craft holds a significant role in the Pakistani culture. It is rich and diverse, reflecting the country's cultural heritage and traditions. Pakistani craft traditions have been passed down through generations and encompass a wide range of skills and techniques. Therefore, it has been observed that Pakistani art classrooms are heavily inspired by the Pakistani craft.

Craft helps in the development of the essential skills like eye-hand coordination, motor skills, and problem-solving skills. Inclusion of craft in an art classroom can help students deepen their understanding of different cultures and histories. However, as much as the Pakistani art classrooms are greatly inclined towards the craft, they lack the basic understanding of what craft is and how effectively it can be incorporated in the classroom.

Lastly, this curriculum will help the art educators understand and create a balance between the inclusion of art and craft in the classroom. It will also develop the appreciation for the handmade items and interdisciplinary learning providing them with the holistic experience. This curriculum sheds light on the significance of craft and it garners the inclusion of craft in a more balanced way.

Curriculum Guidelines

VISION

Goals

The aim of this curriculum is to provide teachers a blue print of the curriculum in order to implement it in an effective way. This art curriculum will help prepare the students to creatively ideate meaningful artistic expressions and execute their ideas through a systematic process of inventive thinking, collaboration, careful analysis and improvisation, while following the instructions.

Learning to use various artistic expressions will allow the development and maturation of fine motor skills, creative thinking, and problem solving and time management skills in students for a future benefit in entering different fields of career.

The specific goals of developing this art curriculum are listed below:

- Introduce the history of art and the cultural background of prominent artisans for the knowledge of students.
- Enhance the various soft skills of the students through art such as the observational skills, inventive and creative thinking, idea-building ability etc.
- Boost the confidence of students by incorporating group activities and peer feedback into the study plan.
- Provide freedom of expression to the students through art.
- Improve the emotional and mental health of students by creating and finishing their artworks that will also help in increasing their concentration.
- To help teachers develop effective teaching methods and strategies, in order to attain students learning outcomes.

Learning outcomes

Through an effective enforcement of this curriculum, students must be able to achieve the following outcomes at the end of each of their academic period in a positive progression:

- Understand the significance of learning how to create and portray art.
- Learn the systematic process and principles of creating art works.
- Learn basic drawing, painting and coloring techniques.
- Appreciate the process of creating art beyond its visual appearance
- Critically analyze, critique and reflect on the art works.
- Understand the process of creating different forms of art.
- Learn to identify various elements of art.

Themes

S. No	Themes	Sub – Themes
1.	Elements of Art	Line; Shape; Form; Texture; Value; Color; Space; inclusion of elements of art in every art work
2.	History of Art	Introduction; Exploring art movements & periods; significance of every genre; definitions of art movement & periods
3.	Discovering Artists	Artists around the globe; their style of work, life of artists and its influence on their work
4.	Cultural art & Craft	Pakistani cultural art; their significance; history; prominent Pakistani artist
5.	Islamic art	History; Tile making; calligraphy; Significance
6.	Art & Society	Introduction to art & society; Art in daily life; Role of art in societal development; impact of art; Art & cultural diversity; Art & community engagement; Integration of art into daily experiences; Cultural expression through art
7.	Techniques & Materials	Introduction to the art material and art techniques; Mastering relevant techniques; Composition & design; Artistic expression

INSTRUCTIONAL STRATEGIES

Teaching and learning

A preconceived notion about art – prevalent amongst the masses - scrutinizes that creating art is an innate ability that is possessed by only a few gifted individuals.

Considering such beliefs, the conveyance of art education can face dogmatic hurdles; therefore, it is of crucial importance to theoretically elucidate to the pupil the essentiality of learning basic artistic expressions before exposing them to practical art experience. Students should be spoken to about the learnability that every individual holds for basic drawing skills. Most importantly, they must be familiarized with this concept: Art can be learned with time.

Moreover, during art lessons, students should be provided with ample flexibility to articulate their ideas and thought processes with credence. It is upon the instructor to construct such an environment in the classroom that allows the students to unrestrictedly explore the paradigms of art.

One of the fundamentals of teaching art is imparting to the students the practical usefulness of the discipline. Since the discipline of art is considered somehow less important when compared to its academic counterparts like Maths and Science, the significance of endorsing its utility to the pupil is increased.

Beneficial gains of learning Art include maturation of fine motor skills in young students. Using a paintbrush or a drawing pencil regularly develops a firmness in the grasp and balances hand-eye coordination.

Secondly, the process of creating art is filled with countless hindrances. Errors occurred while working on an art piece are hard to undo, they often mean that they must be dealt with in a way that does not require starting over the entire project.

Experiencing such failures and then later embracing them, slowly nurtures resilience in the temperament of an art student and provokes them to make repeated attempts for success in any endeavor they indulge in.

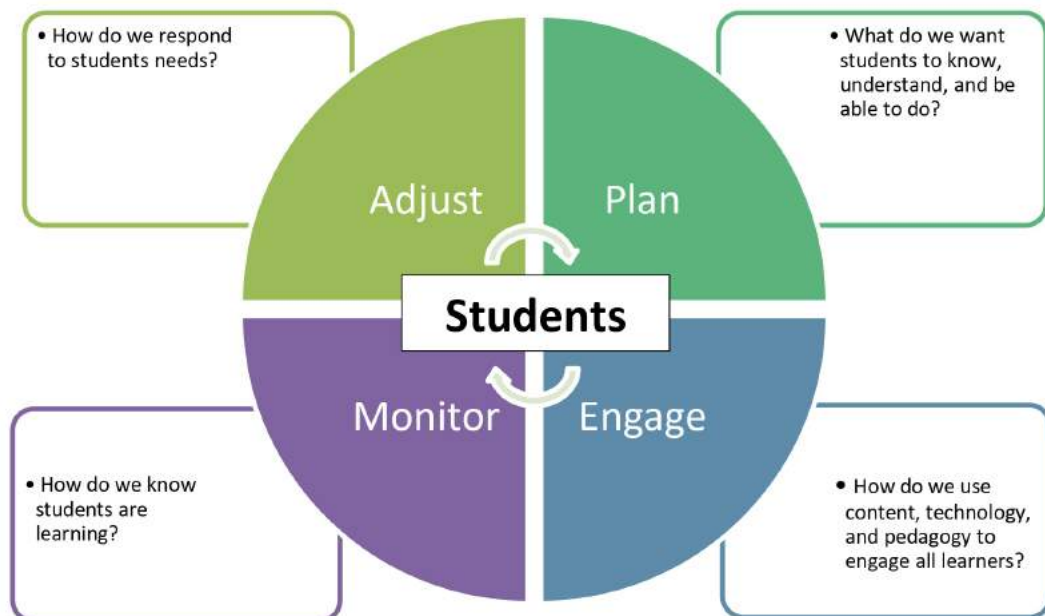
Introducing students to numerous forms of art, instead of only one, would help them discover with ease at an early stage the particular art form in which their capabilities lie.

Acknowledging Student Choice in the Classroom

Art is a discipline that gives an array of possibilities and independence to its students since there are no concrete and decided rules set for the creation of art. The process of creating art should be a liberating experience for the students which becomes a basis for inducing creativity in their minds and polishing their innovative skills.

In a traditional classroom learning set-up, the process of education revolves around the opinions and instructions of the teacher and the students are expected to oblige to them. Such teacher-centered classroom environment sometimes ostracizes students from the process of learning. Therefore, while teaching art, instructors should not hold a dictatorial position in the classroom.

Students-Centered Learning Framework



The foremost step towards shifting the classroom environment from teacher-centric to student-centric is having a clear apprehension of the educational needs of the students. One way to ascertain them is through mindful listening and active discussion with the students regarding which art forms they would decide to work on if given the choice to do so. Once the instructor is wholly aware of the student needs, it is time to build effective and qualitative art activities around them. Designing the study plan of the year with the students – while compulsorily having a rough sketch of it before this activity - is an assiduous way of bringing satisfaction for them in their education and enabling them to see the fruit of their hard-work at the end of the academic year.

During the daily classes, it is a challenge for the instructor to keep all the students engaged and motivated to do the assigned tasks. In this regard, the instructor should try to change their learning style intermittently to gauge the attention of every type of learner. Usually, every student falls under one of these four categories of learners:

- Visual Learners
- Kinesthetic Learners

- Auditory Learners
- Reading/Writing Learners

Finally, to ascertain whether all students are learning actively or not, it is necessary to frequently take feedbacks from students as well as assessments and presentations.

Active Listening

For an optimal educational experience, it must be of cardinal concern for the art instructor to observe the body language of their students in addition to mindfully listen and acknowledge what they are trying to communicate, whether verbally or non-verbally. Mindful listening is also instrumental in understanding the educational needs of the students, as established above.



Aesthetic Standards

Art is generally expected to be visually pleasing. In fact, it is deemed a requirement for art pieces to adhere to. However, such superficial aesthetic standards only impose restrictions on the artistic expression and deprives an artist of their freedom of articulation. Therefore, it is important to unwind this misconception from the student mindset that art should be made solely on the grounds of providing a 'feel-good' experience to the spectators.

Primitive schools of thought were centered around the idea that beauty dwelled in forms and not in the eye of the beholder; hence, art must be pleasing in sight in order to be appreciated and viewed as an exemplary masterpiece. Aristotle and Plato were true idealists in this regard, who believed that Art must be beautiful. However, following the concept of realism was introduced in the discipline of arts, a major paradigm shift occurred. Avant-garde Artists deviated from the idealistic standards of beauty set by the Aristotelian school of thought and began to explore art themes that shed light on the uncomfortable truths of the society. They depicted such scenarios in their art which were ripped off of the veil of glamorization and brought indigent facets of society to attention.

In the contemporary age, it is necessary to expose students to both idealistic and realistic

expressions of art, and later bringing to their knowledge that they have the liberty to embrace which ever philosophy they feel connected with on an internal level. Adoption of such behavior by the instructor will facilitate immensely in making the process of creating art a liberating experience for the students.

Originality of Ideas

Over exposure to the works of art through electronic media has made the extraction of utterly unique artistic ideas from the brain an improbable task. The quest for such ideas can potentially stifle the creativity of the students and fuel their unproductivity to a much greater extent.

It is necessary for art instructors to understand that expecting absolute novelty from students' artworks can act as a hindrance in their process of learning. Every artistic idea has its roots in a previously made artwork, though it is sometimes not realized. Inspiration from external sources is what drives the vehicle of creativity forward.

Therefore, students should be aptly educated regarding the methods of taking skillful inspiration from other artworks in a manner that does not result in the theft of another individual's intellectual property.

The instructor, as a creative leader, should give students the creative liberty while developing artworks. The assignments can also be designed alongside the themes and genres used by prominent artists from different art periods and students should be encouraged to take inspiration from them, which is essentially the key to introducing them with themes which have been explored in art till now as well as opening new creative paths in their minds about any other themes that can also be incorporated into art.

Managing the Art room

School art rooms work as a nursery for young artists to nurture their talent. Thereby, they should unseal a wide spectrum of creative paths in the minds of students and buttress them in developing ideas of worth. For an art instructor to create such a fostering environment for art students, a set of prerequisites must be followed:

Utilizing the Wall space: The walls of an art room can become a valuable source of learning for the students if utilized properly. They should be used as a space to display thought-provoking works of art, along with the art made by the students for an acknowledgment of their hard work.

Deeming students as potential artists: The art instructor must view every student as a potential artist, and in doing so, they should call them by frequently using the word 'artist' in order to develop a growth mindset into them.

Lighting: The contribution of nature and daylight in an artist's productivity has a winning edge over a variety of other factors, the quality of art supplies, for example. Thus, the windows of the art room should portray an aesthetic scenery for the students that fosters their creativity and provides them with congenial moments of perceiving nature during breaks.

Designing effective assignments: An instructor should be mindful of the student needs, skills and abilities before designing their assignments and should tailor them accordingly. The skill level of the students should have an ascendancy over their grade level in the instructor's mind while they create the assignments.

- **Step-by-step instructions:** Students should be given written instructions before every art assignment using a step-by-step format that is articulated in their vernacular.
- **Creative leadership:** Art instructors must act as a creative leader to their students instead of adopting the role of a traditional, dictatorial teacher.

Art room also accommodates all the art equipment and stationery material of the school. The art supplies are taken out, dispersed amongst the students, and then put back again to their designated places on almost a daily basis, sometimes even more than once a day. Managing these art supplies can become a hassle for an instructor's peace of mind. In response to this potential obstacle, a clear strategy of distribution and retrieval of art supplies must be planned out beforehand.

A handout which lays down the standard procedures of using and storing art supplies in a non-technical verbiage should be provided to the students for their aid. The art equipment should be organized in a safe, orderly and specific (S.O.S) manner which keeps the process of teaching, learning and making art a convenient and efficient activity for both the instructors and students. A proactive approach would be to label and number every piece of stationary. There must be ample storage space in the art room for proper placement of all the art supplies.

It is of crucial importance to instruct students about the vitality of keeping the art room organized and putting all the art supplies back to their designated places after using them. If a student is not complying with the rules of the art room, then they must need to be disciplined appropriately by the instructor in such a way that makes the consequences of negative deviance clear for other students.

Placement of Field-Based Assignments

An essential step towards sparking interest for creating quality and thought-provoking art into the students is through incorporating field-based assignments into their study plan. Such assignments prove to be a key catalyst for students in drawing artistic inspiration from nature.

The outdoor location should be chosen after thorough ponderance on a variety of factors ranging from the level of distraction present, comfortability of the environment to transportation etc. The location should preferably be close to the school premises. Students must be trained aptly regarding their attitude while working outdoors.

The core aim of bringing students on educational trips is for them to gather real-world experiences and sharpen practical skills which are often neglected inside the classroom. Along with that, it is also helpful in making them learn how to work in varied settings.

ASSESSMENT

What is Assessment?

An assessment provides a means to determine students' grip over a particular subject matter. It is a method used by the educators to form judgements regarding the level of learning that each student has reached. These judgements are further utilised to tailor more effective study programmes and improve the caliber of education in general.

Educationists have now come to recognize the significance of arts and consider it as a requisite for the provision of a well-rounded education to students. Practicing art allows students to employ their feelings, logical reasoning and physical prowess in order to derive meaningfulness from it.

Two fundamental elements are given high precedence when evaluating a student on their artistic skills:

- The quality of a work of art creatively produced by the student.
- The accuracy of the student's interpretation of a work of art produced by another artist.

Students' knowledge and skills in the art education are assessed by instructing them to create their own works of art as well as to observe, describe, analyse, and evaluate works of art produced by their peers and independent artists.

Types of Assessment

The key to the provision of a high-quality education is the awareness that assessment is also a learning tool that can bear the same potential as daily classroom activities if developed accordingly. Therefore, Assessments should be designed by the art educators to test as well as to increase the student knowledge simultaneously.

All assessments share the glimpse of how much a student has comprehended from the classroom demonstrations and exercises. There are essentially four different types of assessments that are used by art educators to assess the acquired knowledge of students. They can be categorized in the following way:

Diagnostic Assessments

Diagnostic assessment can be used to identify the strengths and weaknesses of students at the beginning of a school year or semester, and to inform instruction and support throughout the year. It allows teacher to determine students' current level of learning in order to effectively prepare them for the actual assessment.

Here are some examples of how to do diagnostic assessment in art on a school level:

- Pre-Assessment:** Before starting a new unit or project, teachers can administer a pre-assessment to determine students' prior knowledge, skills, and interests related to the topic. For example, students could be asked to draw or describe a landscape to assess their understanding of perspective or their ability to use color and texture.
- Skills Inventory:** Teachers can ask students to complete a skills inventory, which asks them to rate their confidence and ability levels in different areas of art, such as drawing, painting, sculpture, or digital media. This can help identify areas where students may need additional support or challenge.

- c. **Concept Map:** Teachers can ask students to create a concept map or mind map that illustrates their understanding of key concepts, vocabulary, and skills related to art. This can help identify gaps in understanding or misconceptions that need to be addressed.
- d. **Personal Narrative:** Teachers can ask students to write a personal narrative about their experiences with art, including what they enjoy, what challenges them, and what they hope to learn. This can help identify students' interests and motivation, as well as potential barriers to learning.
- e. **Observational Drawing:** Teachers can ask students to complete an observational drawing of a still life or a figure, which can assess their ability to use line, form, and proportion accurately. This can also help identify areas where students may need additional support or challenge.
- f. **Critique or Discussion:** Teachers can facilitate a critique or discussion of a work of art, asking students to analyze and interpret the work based on specific criteria, such as composition, use of color, or expression of emotions. This can help identify students' analytical and critical thinking skills, as well as their ability to communicate their ideas effectively.
- g. **Digital Portfolio:** Teachers can ask students to create a digital portfolio of their artwork, which can be used to assess their skill level and growth over time. This can also be a useful tool for students to reflect on their own learning and development.

These are just a few examples of how to do diagnostic assessment in art on a school level. The specific methods used may depend on the age, grade level, and skill level of the students, as well as the specific learning objectives of the course or program.

Formative Assessments

Formative assessment is an ongoing process of evaluating student learning and understanding throughout a period of instruction or learning, which involves identifying students' strengths and weaknesses in the subject matter and planning the lessons accordingly. It involves providing students with feedback on their artwork, identifying areas of strength and weakness, and adjusting instruction to better meet their learning needs. Formative assessment in art can take many forms, including critiques, self-assessment, peer assessment, portfolio reviews, and informal observation of student artwork. The goal of formative assessment in art is to promote student learning and growth by providing ongoing feedback and support, and to inform instructional decisions and planning.

Interim Assessments

Interim assessments can be a useful tool to help students and teachers to track progress, identify areas of strength and weakness, and adjust instruction accordingly. Tests conducted at different time periods of the academic year to evaluate students i.e. monthly tests.

Here are some examples of how to do interim assessments in arts:

- a. **Observation:** Teachers can observe students as they work on an art project or performance task, noting how they are approaching the task, their level of engagement, and their ability to apply the skills and concepts they have learned.

- b. **Self-Assessment:** Students can complete a self-assessment checklist or reflection sheet that asks them to evaluate their progress towards specific learning goals or standards. For example, they might be asked to rate their understanding of a particular technique or their ability to communicate their ideas through their artwork.
- c. **Peer Review:** Students can provide feedback to each other on their work, using a rubric or checklist to evaluate how well their peers have met specific criteria. This can help students develop their critical thinking and communication skills, as well as providing them with valuable feedback from their peers.
- d. **Performance Assessments:** In performing arts, students can be assessed on their ability to demonstrate specific skills, such as playing an instrument, singing, or acting. These assessments can be done through live performances or recordings.
- e. **Portfolio Review:** Students can compile a portfolio of their work over a specific period, and teachers can review it to assess their progress towards specific learning goals or standards. This can also be an opportunity for students to reflect on their growth and development as artists.
- f. **Written Responses:** Students can write responses to prompts related to specific skills or concepts, such as describing their creative process, analyzing a work of art, or reflecting on the significance of a particular piece of music.
- g. **Quiz or Test:** Teachers can administer a quiz or test to assess students' understanding of specific skills, concepts, or terminology related to arts.

These are just a few examples of how interim assessments can be done in arts. The specific method used may depend on the grade level, subject area, and learning objectives of the lesson or unit.

Summative Assessments

Summative assessment is an evaluation that takes place at the end of a period of instruction or learning. It is conducted at the end of the academic year that assesses students' knowledge and has significant consequences on their academic period. It is used to determine students' overall achievement and understanding of the subject matter, and is typically used to assign grades or evaluate program effectiveness.

In art, summative assessment can be taken in many forms, such as:

- a. **Final projects or performances:** Students can be assessed on their final artwork or performances, which demonstrate their mastery of the concepts and skills covered in the art curriculum.
- b. **Tests or quizzes:** Written tests or quizzes can be used to assess students' knowledge of art history, vocabulary, and techniques.
- c. **Exams or critiques:** Students can be evaluated on their ability to analyze and critique works of art, demonstrating their understanding of artistic elements, principles, and techniques.

- d. **Portfolio review:** A review of a student's artwork over time, including both finished artwork and works in progress, can provide a comprehensive view of their growth and development as artists.
- e. **Exhibition or showcase:** An exhibition or showcase of student artwork can serve as a summative assessment of their skills and understanding of the subject matter, as well as providing an opportunity for the wider school community to appreciate their work.

It is important that summative assessments in art are aligned with specific learning objectives and standards, and that they provide a fair and accurate representation of students' overall achievement and understanding of the subject matter. It is also important to provide students with clear expectations and criteria for evaluation, and to use multiple assessment methods to provide a comprehensive view of their learning.

In Art education, Formative assessments have proven to hold more integral value than other assessment types for being more effective in increasing the knowledge and ability of students.

Formative Assessments: A better approach for assessing students

In the academic world, the common use of the term 'assessment' is referred to summative assessments. It involves gauging students' progress at the end of an academic term and awarding grades afterwards. Such a technique fixates the attention of students on their performance in relation to a singular assessment, which in return suppresses their inquisitiveness. As well as that, students remain unaware of their progress for quite some time before the results are announced.

On the other hand, formative assessments are a continuous process – carrying on throughout the term - that replicate key elements of the creative process and provides students the liberty to evaluate themselves and their peers along the way.

Students are provided with a clear criterion that guides them regarding excellent performances. They are also given thorough response on their work, and are urged to edit their work accordingly. This technique allows the students to take control of their creative works as they advance through the process of learning and gain the ability to freely create and think like artists, which, in return, helps increase their motivation.

Three Stages of Formative Assessments

Pre-knowledge Stage

Teachers provide students the criteria by which they will be assessed at the beginning of a lesson, and then assist them in achieving their learning goals. To help with this process, art teachers can use checklists and rubrics that are clear in articulating the criteria according to which the students will be assessed. Students make use of such tools for guidance while working on their art assignments. Hence, in the formative assessment process, students are already aware of what the teacher seeks to see in the quality of their artworks.

Feedback Stage

Practicing feedback during the formative assessment process is done so in order to assist the students to detect the shortcomings of their work and further improving their knowledge of the subject matter. It by no means is a way to assign a grade on a finished work. The feedback can be

provided by the teacher but can also be provided either in the form of self-assessment or peer assessment. The usefulness of this method can only be fully utilised when the students are an active part of the evaluation of their own work.

Post-Knowledge Stage

After learning and practicing, and receiving feedback, students must also revise their work accordingly. They must incorporate the feedback they have received from their teacher and peers into the reflection of their choices. The process of revision is crucial to make the students realise that producing a stellar work of art is a gradual process in which you learn through trial and error.

Two Methods of Assessments for Art Education

For a more comprehensive learning of students, it is necessary to thoroughly evaluate them both on their theoretical and practical knowledge with regards to art in order to equip them with a well-rounded art education.

With this aim in perspective, Art assessments can be branched out into the following manner: practical performance tasks and written performance tasks.

Some sample assessment topics for both these methods are provided below:

Practical Performance tasks

- Figure Drawing
- Self portraits
- Mural Drawings
- Painting Textures

Written Performance tasks

- List the steps of the artistic process used for an artwork.
- Elements of Art
- Definitions of keywords used in Art
- Interpret the meaning of an artwork
- Differentiate different types of lines, shapes, colours, textures

Art Assessment Framework

Students generate meaning from art by using the art knowledge they have acquired in order to create, perform, and respond in an artistic way.

The use of prompt questions, visuals, and videotaped demonstrations may work as a substitute for role of the teacher in arts education.

Creating

Students engage in the communication of meaning through the creation of a tangible object, visible performance, or setting as they create in the visual arts. It entails feeling, pondering, and doing. The artist's intuitive and emotional perceptions of the environment are fully included into the creative process together with critical thinking, rational cognition, and the physical skills needed to create acceptable visual form.

Students must define, describe, create and reflect on the following components while creating artworks:

- a. Themes and concepts that demonstrate the awareness of any social, historical, personal, political or cultural aspect according to the student's understanding.
- b. Planning process of the art project that highlights the visual and spatial aspects.
- c. Initial ideas of the brainstorming phase.
- d. Step-by-step artistic process employed to create an artwork.

Responding

In the field of art education, responding include analyzing art works produced by other students, independent artists, as well as the students themselves. Responding demonstrates understanding of how art conveys meaning through interpretative and evaluative action. It provide students with the opportunity of expression and judgement which enhances their overall intellect in a positive manner.

Students' interpretation skills can be assessed by the art educators through a variety of ways comprising of oral, written and visual evaluations.

Students must describe, analyze, interpret, and evaluate in relation to the following components while responding to artworks:

- a. The usage of elements of art
- b. The overarching meaning/emotion that the artwork entails
- c. The historical perspective of different artists and critics
- d. Quality of aesthetics
- e. Prior knowledge/ Instructor lectures

Knowledge

Understanding the significance of artistic expression and how it is communicated is related to knowledge in the fine arts. For instance, students need to be able to consider how personal, societal, cultural, and historical aspects affect meaning while producing and interpreting works of art.

Through in-depth research of subject matter, techniques of visual representation, and philosophical or aesthetic development, they examine the content of the artworks.

Students must use knowledge of the following in art assessments:

- a. Personal beliefs
- b. Social factors
- c. Cultural factors
- d. Historical factors
- e. Aesthetics
- f. Form and Structure
- g. Standard artistic processes

Skills

The fine arts, skills are usually defined in context to the ability to create or interpret meaning in a piece of artwork.

In order to create something, one must gather information, analyse the experience, generate a variety of creative ideas or solutions, choose among competing ideas, plan and organise the visual execution of those ideas, and use technical proficiency.

It is also important to have verbal skills, which may be seen in written and oral presentations and in the development of strong arguments.

Students must apply the following skills in their art assessment:

- a. Motor skills
- b. Reflective Skills
- c. Expressive skills
- d. Technical Skills
- e. Perceptual and Observation skills
- f. Critical skills

Performance Based Assessments

Performance based assessments require students to carry out a task so that they can be accurately evaluated on its basis. For the tasks to be of optimal help for the art educators in student

evaluation, it is necessary to outline the key objectives around which art students must be assessed:

Production

Production is the process of creating of art pieces and bringing them to their final end. Some tasks that can test and refine students' ability to produce more enhanced works of art are as follows:

- Sketching
- Painting
- Gesture Drawing
- Self Portraits
- Math Mural
- Telling a story through Art

Observation

Art students must be able to understand various works of art through successfully locating the underlying details which they carry. Students must also produce artworks by observing real life objects around them. Memory plays an instrumental role in these types of tasks. Assessments that can be used to test the art observation skills of students are listed below:

- Observational drawings – look at objects and then draw them
- Observing an art piece and then writing down its details and its concept behind it

Criticism

The ability to give examples and draw connections from the artwork that support a student's interpretation is what is called as art criticism.

Aesthetics

Aesthetics involve the positive visual experience that an artwork provides to the students. Teacher can display a slideshow to the students and then discuss what artworks to they find aesthetic and which ones they find displeasing or lacking in aesthetics. A healthy discussion can be drawn from this activity where the students and teachers can exchange their opinions as to why they find a particular artwork aesthetic or ugly.

Art History

Art history is the study of previous artists, ancient civilizations, priceless artefacts from other cultures, and art historians. It is an effective way of making the students aware of how people of the past used art as a medium of expression. It will also bring to their knowledge of the contrasting artistic expressions that developed in different regions of the world, such as:

- Italian Renaissance
- Chinese Art
- Japanese Origami
- Calligraphy

Criteria for Assessing Artworks

For a valid and properly-judged evaluation, art instructors must develop a rubric that accurately weighs the quality of a student's artwork. Students should be asked to present their artwork in front of the class and share the ideas that fueled their work as well as the process of executing them on paper.

The rubric can be developed after a thorough analysis of the components involved in the process of creating art. Students can be assessed on the basis of creativity, theme relevance, and concept, use of materials, neatness and so forth.

Rubrics

Rubrics are tools that provide clear and specific criteria for evaluating a student's work. They help to establish expectations, provide guidance, and create consistency in grading. Rubrics typically contain a list of criteria or characteristics that the student's work should demonstrate, along with a rating scale that indicates the level of achievement for each criterion.

In an art class, rubrics can be used to evaluate a wide range of creative works, including drawings, paintings, sculptures, and multimedia projects. They can help to clarify the objectives of the assignment, provide guidance on technical skills, and ensure that grading is fair and consistent across all students. It help to ensure that all students are evaluated using the same standards, regardless of their individual styles or approaches to art. By setting clear expectations and standards, rubrics allow students to understand what is expected of them and what they need to do to achieve a particular grade or level of proficiency.

For example, a rubric for an art project might include criteria such as composition, use of color, attention to detail, and creativity. Each criterion would be assigned a rating scale, such as "excellent," "good," "fair," and "needs improvement," and the student's work would be evaluated based on how well it meets each criterion.

Moreover, rubrics can also be used to provide feedback to students, helping them to understand their strengths and areas for improvement. By using rubrics in art class, teachers can provide clear expectations and help students to develop their creative skills and achieve their full potential.

In an art class, where creativity and personal expression are valued, it can be challenging to assess student work in a way that is fair and consistent. Rubrics help to address this challenge by outlining specific criteria for evaluation and providing clear descriptions of what constitutes excellent, good, fair, and need improvement work.

Furthermore, rubrics help art teachers provide constructive feedback to students, identifying areas for improvement and offering suggestions for how to strengthen their work. This feedback can be used to guide students in their artistic development and help them build the skills and knowledge necessary to produce high-quality artwork. Not only this, through rubrics students can assess themselves and peers as well by using self-assessment rubrics

Types of Rubrics

Rubrics are generally classified into three main categories:

Analytic Rubrics: These types of rubrics break down the assignment or task into specific criteria, each with its own level of achievement. Analytic rubrics provide detailed feedback on each aspect of the task and are often used to assess complex skills or assignments.

Analytic Rubric For Portrait Drawing				
Criteria	Level 1 - Needs Improvement	Level 2 – Fair	Level 3 - Good	Level 4 - Excellent
Proportions	The portrait is poorly proportioned, with noticeable distortions or inaccuracies.	The portrait has some proportion issues, but overall the features are recognizable.	The portrait is well-proportioned, with only minor discrepancies.	The portrait is perfectly proportioned and highly realistic.
Resemblance	The portrait bears little resemblance to the subject and lacks any distinguishing characteristics.	The portrait has some recognizable features, but does not capture the essence of the subject.	The portrait bears a strong resemblance to the subject, with clear recognizable features.	The portrait is an accurate and compelling likeness of the subject, capturing their unique essence.
Shading	The portrait lacks any shading or depth, appearing flat and one-dimensional.	The portrait has some basic shading, but lacks dimension and nuance.	The portrait shows skillful use of shading to create depth and form.	The portrait demonstrates expert use of shading to create lifelike texture and detail.

Holistic Rubrics: These types of rubrics provide an overall assessment of the task or assignment, rather than breaking it down into specific criteria. Holistic rubrics are often used to assess tasks that have a clear overall goal, such as an essay or a performance.

Holistic Rubric For Portrait Drawing	
Criteria	Score
Proportions	1-5
Resemblance	1-5
Shading	1-5
Key	<p>Score 1: The portrait is poor in all three criteria.</p> <p>Score 2: The portrait has some noticeable issues, but shows some effort.</p> <p>Score 3: The portrait is good in some areas, but has some areas for improvement.</p> <p>Score 4: The portrait is strong in all criteria, with only minor issues.</p> <p>Score 5: The portrait is exceptional in all areas and demonstrates high-level skill and understanding.</p>

Single-Point Rubrics: These types of rubrics focus on the achievement of a single learning goal or outcome, rather than a range of criteria. Single-point rubrics describe the desired outcome and provide examples of what success looks like. They are often used to assess simple tasks or assignments.

Single Point Rubric for Portrait Drawing	
Criteria	Descriptors
Proportions	The portrait is well-proportioned and accurately captures the subject's features.
Resemblance	The portrait is a strong and recognizable likeness of the subject, capturing their unique essence.
Shading	The portrait shows skillful use of shading to create depth and form, with attention to detail and texture.
Key	<ul style="list-style-type: none"> • Meets Expectations: The portrait meets all the descriptors for each criterion. • Below Expectations: The portrait only partially meets some descriptors for one or more criteria. • Above Expectations: The portrait exceeds expectations in one or more descriptors for any criteria.

Other types of rubrics include task-specific rubrics, generic rubrics, and developmental rubrics. The choice of rubric will depend on the task or assignment being assessed and the specific learning outcomes being targeted.

Here is another example of the rubric that can help assess one-point perspective drawing for grade eight.

Criteria	Rubric for One Point Perspective		
	3	2	1
Accuracy of Perspective	The drawing accurately and effectively demonstrates the use of one-point perspective, with all lines receding to a single vanishing point and a clear sense of depth and space.	The drawing mostly demonstrates the use of one-point perspective, with most lines receding to a single vanishing point and a clear sense of depth and space, but with some inconsistencies or inaccuracies.	The drawing shows some attempt at using one-point perspective, but with significant inconsistencies or inaccuracies in the placement of lines and a lack of a clear sense of depth and space.
Creativity and Originality	The drawing demonstrates a high level of creativity and originality, incorporating unique and imaginative ideas or elements that add to the overall impact and interest of the piece.	The drawing shows some creativity and originality, incorporating some unique and imaginative ideas or elements that add to the overall impact and interest of the piece.	The drawing shows little to no creativity or originality, and is largely derivative or unoriginal.
Skill and Technique	The drawing shows exceptional skill and mastery of the drawing medium, with precise execution and attention to detail in line work, shading, and color if applicable.	The drawing shows good skill and competency with the drawing medium, with generally precise execution and attention to detail in line work, shading, and color if applicable.	The drawing shows limited skill and competency with the drawing medium, with inconsistent execution and attention to detail in line work, shading, and color if applicable.
Composition	The drawing shows an	The drawing shows a good	The drawing shows

and Balance	exceptional sense of composition and balance, with a well-planned and visually engaging arrangement of elements and effective use of negative space.	sense of composition and balance, with a generally well-planned and visually engaging arrangement of elements and effective use of negative space.	some sense of composition and balance, but with inconsistencies or weaknesses in the arrangement of elements or use of negative space.
Overall Impression	The drawing is exceptional and stands out as a standout example of artistic talent, skill, and creativity.	The drawing is good and demonstrates a strong level of artistic talent, skill, and creativity.	The drawing is average and demonstrates a moderate level of artistic talent, skill, and creativity.

The specific rubrics used in an art class will depend on the goals and objectives of the class, as well as the specific assignments and projects being assessed. It's important to select rubrics that align with the learning outcomes and provide clear, specific feedback to students on their progress and areas for improvement.

CURRICULUM STANDARDS AND BENCHMARKS

DIVISION OF STANDARDS AND BENCHMARKS

This part of the curriculum explains the standards and benchmarks for each grade. Benchmarks are divided by considering the cognitive development and understanding of every stage of a child.

Domain A: Elements of Art

Elements of art are the basic visual components of any art work. Without elements of art none of the artworks can be produced. Each artwork that is produced by an artist must have a few of the elements in them.

Standard – I

Develop the importance of the use of elements of art by observing and practicing them in their art works according to the grade level such as lines, shapes, forms, texture, value, color, space.

Benchmarks
Grade I - III
<ul style="list-style-type: none">• Identify different types of lines, shapes, textures, and colors.• Use various lines, shapes, textures and colors in their artworks.
Grade IV – V
<ul style="list-style-type: none">• Identify all seven elements of art: line, shape, form, texture, color, value and space• Describe the role of all seven elements of art in order to produce art.• Use of all seven elements of art in developing the artwork.
Grade VI - VIII
<ul style="list-style-type: none">• Design the original piece of art by using all seven elements of art.

Domain B: History of Art

While discussing the importance of art in the development of a society and culture, Burt (2020) stated that, “Art has a monumental impact on culture and society around the world. Throughout human existence, art has been an imperative tool in measuring cultural sophistication and recording history. Before language and the written word were developed, mankind shared their lives and stories through art, leaving behind cultural artifacts and constructions still existing today — Stonehenge, the Greek Parthenon, Roman Colosseum, St. Peter’s Basilica and more. It is through a culture’s art that society gains a deeper insight into the history of said culture” (para. 7). Here, it shows how important art has been since the very beginning that was not only used for the mode of expression but also to create an influence on the society.

Moreover, art has changed the narrative of things on many levels like culture, customs and traditions through different art movements. “Traditionally, art history has sought to neatly categorize a multitude of overlapping movements and styles, geography and epochs—Impressionism, Antiquity, Romanticism, Realism, and the Middle Ages, to name just a few. Borders, however, are frequently fluid, artists often itinerant and occasionally anonymous” (as cited in Joslyn, 2020, para. 3).

Standard – II

All students will be able to gain the knowledge of different aspects of history of art and the differences between various art movements according to the grade level.

Benchmarks Grade IV – V
<ul style="list-style-type: none"> • Define the art movements, periods and their differences • Identify various art movements and art periods • Explore the relevant art movements and art periods • Develop the respect and appreciation for all kinds of art forms, genres, periods and movements. • Produce original artworks inspired by the taught art movements
Grade VI - VIII
<ul style="list-style-type: none"> • Explore the origin of different genres of art. • Explore Pakistani art history

Domain C: Discovering Artists

The way art helps develop the understanding and reflecting on the society and culture of any place, similarly, exploring the stories and life of the artists' can be a meaningful way of discovering about the thought process of an artist and the influences while producing an artwork. Looking into the life of the artists will develop a great sense of motivation in students to create and original piece of art.

Standard – III

All students will be able to identify the works of different artists around the world.

Benchmarks Grade I - III
<ul style="list-style-type: none"> • Identify the style of work of the artists • Recreate the work of the artists
Grade IV – V
<ul style="list-style-type: none"> • Recognize artist inspirations and its influence on their work. • Recognize the work of artists around the globe • Create their version of art inspired by the artists.
Grade VI – VIII
<ul style="list-style-type: none"> • Identify the role of artists in the development of culture • Explore the role of Pakistani artists in the UK and the differences amongst the style of work of various artists • Develop an original piece of art inspired by the artist

Domain D: Cultural Art & Craft

Every culture is different from one another and that is what makes them unique in their own way. Cultural art involves the different forms of art that represents the beliefs, customs, buildings, and rituals of any culture. Learning about cultural art develops better understanding and respect for other cultures, civilization, their customs and beliefs and foster the acceptance and inclusivity amongst each other.

In addition to that, it is important for us to also inculcate the importance and understanding of the Pakistani culture that is rich and diverse in its own way. One salient characteristic of cultural art resides in its meticulous craftsmanship. This is particularly evident in the rich tapestry of Pakistani craft, where traditional techniques and skills are passed down through generations. The significance of Pakistani craft extends beyond its aesthetic appeal; it serves as a tangible link to the nation's heritage, embodying the diverse cultural narratives and reflecting the skillful hands that contribute to its creation. In this context, Pakistani craft not only preserves historical traditions but also fosters a sense of identity and community, making it an integral aspect of the country's cultural legacy.

Standard IV:

All students should be able to explore different aspects of cultural arts and craft.

Benchmarks Grade IV – V
<ul style="list-style-type: none"> • Identify the role of craft as an important element of Pakistani Cultural art • Appreciate Pakistani cultural art. • Recognize the significance of Pakistani cultural art. • Develop an artwork inspired by Pakistani culture
Grade VI - VIII
<ul style="list-style-type: none"> • Identify and compare various components of Pakistani cultural art • Discuss the role of craftsmanship • Describe the historical role of craft in Pakistani cultural art • List prominent Pakistani artists and their contribution

Domain E: Islamic Art

Islamic art is a form of art that originate from the regions dominated by the Islamic religion that represents different elements present in the Islamic culture. However, Islamic art shouldn't be mistaken by the religious studies instead it is a non-representational aesthetics art of Islamic tradition that has influence of Early Christian, Byzantine art, Roman art, Persian art and Chinese art.

Standard – V

All students should be able to identify all the elements present in Islamic art.

Benchmarks Grade VI - VIII
<ul style="list-style-type: none"> • Identify the history and origin of Islamic art • Explain the significance of Islamic art • Create geometric, floral and leaf patterns

Domain F: Art & Society

Integrating art with societal aspects is crucial for nurturing versatile individuals, equipping students to comprehend, appreciate, and actively contribute to the rich cultural fabric of society. This approach not only fosters creativity and cultivates critical thinking but also instills a profound appreciation for cultural diversity, preparing students to make meaningful contributions to an adaptable and interconnected society.

Standard – VI

Students should be able to understand the way in which art is present in the world around them

Benchmarks Grade IV - V
<ul style="list-style-type: none">• Explore the integration of art with other areas• Develop integrated projects
Benchmarks Grade VI - VIII
<ul style="list-style-type: none">• Identify natural connections between art and the other areas of the society and demonstrate mastery in incorporating societal elements into their artwork• Describe ways in which to engage with the community through art projects, demonstrating the ability to use artistic expressions as a means to convey societal narratives and contribute positively.

Domain G: Techniques and Materials

In art, the careful selection of materials and tools is paramount, as they serve as the building blocks of creativity and self-expression. Understanding the significance of various mediums empowers students to communicate ideas effectively and refine their artistic skills.

Standard – VII

Students should be able to understand the implications of various tools and techniques.

Benchmarks Grade I – III
<ul style="list-style-type: none">• Use and manipulate a variety of basic art materials.• Explore basic art techniques, such as drawing, paper crafting, painting, coloring, simple shapes, blending colors, and experimenting with different textures.• Create simple compositions that showcase an understanding of basic elements like shapes, lines, and colors.
Benchmarks Grade IV - V
<ul style="list-style-type: none">• Demonstrate proficiency in using a broader range of art mediums• Explore and apply more advanced art techniques.• Exhibit improved composition and design skills, showcasing an understanding of balanced artwork.

Benchmarks Grade VI - VIII
<ul style="list-style-type: none">• Demonstrate skill in specific artistic techniques, such as perspective drawing, printmaking, or sculpture.• Convey complex concepts or emotions through their artwork, employing symbolism and metaphorical elements.

LEARNING THEMES AND STUDENTS' LEARNING OUTCOMES



One of the essential components of a well-rounded education is to provide students with the opportunity to explore their creativity, develop critical thinking skills, and express themselves in new and meaningful ways. It is important to consider a variety of learning themes and outcomes that engage students and support their growth as artists and learners. By offering a range of art activities that connect to students' interests and experiences, educators can create a dynamic and engaging learning environment that fosters creativity, curiosity, and a lifelong appreciation for the arts.

In this part, we will explore some key themes and learning outcomes that can guide the development of a comprehensive and effective art curriculum for students of all ages and abilities.

Grade I

Domains	Learning Outcomes	Suggested Activities	Suggested References
Elements of Art Line Shape Texture Color	Students will be able to: Line -Define line -Identify at least any three types of lines -Create a drawing by using lines Shape -Define shape -Recognize how geometric shapes are formed -Identify at least any four basic geometric shapes -Create a drawing by using geometric shapes	Activity 1: <u>Exploration of Lines</u> Help students understand and identify different types of lines from their environment like hair, thread, leaves, and so forth. Distribute worksheets with the names of different types of lines and ask them to draw those in front of them. Activity 2: <u>Texture Exploration</u> Take students outside of the classroom and ask them to touch and feel different kinds of textures like walls, tree, leaves, metal, doors and so forth. Talk to them about what they feel and what texture it is. In class, provide them with different textures and give them freedom to use them and encourage them to create a picture of their choice by	

	<p>Texture -Define texture</p> <p>-Explore and recognize different types of textures</p> <p>-Create an artwork by using textures</p> <p><i>Eg: printing</i></p> <p>Color - Identify primary colors</p> <p>-Define primary colors</p> <p>-Use primary colors to produce art</p>	<p>cutting and pasting the given textures. <i>*help them with cutting, don't let them use scissors on their own</i></p> <p>Activity 3: <u>Identifications of Primary Colors</u> Help them recognize primary colors red, yellow and blue.</p> <p>Make groups of 5 students and place at least 10 different objects of maximum 6 colors in front of each group, three primary and three any other color.</p> <p>Place a chart paper with three columns red, yellow and blue in front of each group. Count from 1 to 10 and ask them to separate primary colors from them and place them in the relevant box before 10.</p>	
<p>Discovering Artists</p>	<p>Students will be able to:</p> <p>- Recognize the artists</p> <p>-Identify the important features of the work of artists.</p> <p>-Produce the replica of the work of the artist</p> <p><i>*Applicable on grades 2 & 3 as well</i></p>	<p>Activity 1: Give a brief introduction about the artist Paul Klee.</p> <p>Tell them about the main features of his work.</p> <p>Show them reference images and ask them to create their version of one of his paintings like Castle and Sun.</p> <p>Also, give references of the elements like shapes and lines present in the art work to develop the relevance.</p>	<p>https://en.wikipedia.org/wiki/Paul_Klee</p> <p>https://totallyhistory.com/castle-and-sun/</p>

		<p>Activity 2: Give a brief introduction about the artist Ted Harrison.</p> <p>Discuss the main features of his work and how his city influence his work. Introduce them to the screen printing technique that is one of the important features of his work.</p> <p>Distribute pictures of some famous places of their city amongst them and ask them to select any one of them and recreate it in the style of Ted Harrison. <i>*help them develop the layers of colors</i></p>	<p>https://tedharrison.ca/</p> <p>https://en.wikipedia.org/wiki/Ted_Harrison</p>
<p>Techniques & Materials</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Explore basic paper manipulation, tearing and pasting, clay modelling and coloring -Use various basic materials for the production of art, such as crayons, paper, play dough or clay, colored pencils and poster paints, with increasing control and coordination. -Create art by using basic lines, shapes, textures, coloring 	<p>Activity 1: <u>Fun with Crayons</u></p> <p>Ask students to draw different shapes (circles, squares, triangles) on the white drawing paper using crayons. Encourage students to fill the entire paper with various shapes.</p> <p>Ask them to color inside the shapes using different crayon colors. Teach students to use light and heavy pressure to create different shades and intensities.</p> <p>Use crayons to draw lines and patterns inside and around the shapes.</p>	 

	<p>and painting</p> <p>-Appreciate the imperfection and simplicity of the artworks that they produced</p> <p><i>*Applicable on grades 2 & 3 as well</i></p>	<p>Show students how to create simple patterns like stripes, dots, and zigzags.</p> <p>Demonstrate how to create textures using different crayon techniques like cross-hatching, stippling, and scribbling.</p> <p>Encourage students to add these textures to their shapes and background.</p> <p><i>This activity will help students explore different coloring techniques and use their creativity to make a vibrant piece of art with crayons.</i></p>	
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Grade II

Domains	Learning Outcomes	Suggested Activities	Suggested References
<p>Elements of Art</p> <p>Line Shape Texture Color</p>	<p>Students will be able to:</p> <p>Line - Recognize the importance of line in the formation of art</p> <p>Shape - Recognize the importance of shapes in the formation of art</p> <p>Texture -Define texture</p> <p>-Explore and recognize different types of textures</p>	<p>Activity 1: <u>Symmetrical creatures by using Primary colors</u></p> <p>Help students identify primary colors and what symmetry is, by showing examples with in the class and objects they use in their daily lives like glass, face, butterfly and so forth.</p> <p>Distribute a piece of paper to all the students and ask them to fold the paper in two equal halves vertically.</p>	

-Create an artwork by using textures

Eg: printing

Color

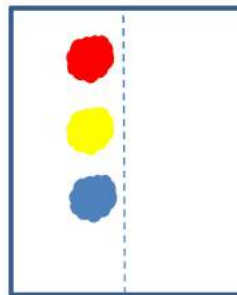
- Identify primary colors

-Define primary colors

-Use primary colors to produce art



Now, give them primary colors (poster paints) and ask them to drip all three colors randomly on one of the folded sides of the paper.



Now, fold it back and press the paper gently to take the impression on the other side.





When students will reopen the paper, the colors will create a beautiful pattern.

As a last step ask them to find a creature with in the pattern and make an outline with colors or markers to enhance the shape of the creature.

Activity 2:
Texture and Print





Introduce students to different textures present around them.


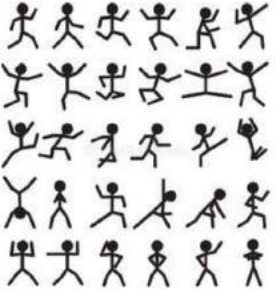
Take them out of the classroom and let them explore and collect different textures.

Give them a piece of colored paper and introduce them to the print making technique by giving them a demo.

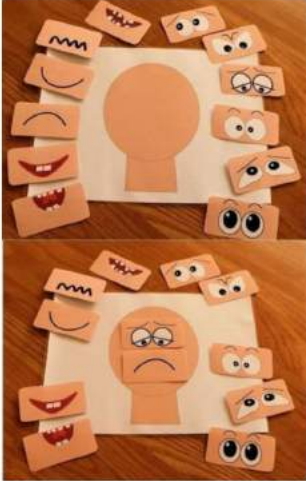
Now, ask them to take the impression of their object the same way. Make sure they use a contrasting color of their sheet for paint.




		<p>Activity 3: <u>Hand Animated Character</u></p> <p>Talk to the students about different face expressions and how cartoons are made. Introduce them to the primary colors. Keep three buckets or bowls of primary colors in three different corners of the room. <i>(Involve more teachers for assistance)</i> Now, ask students to take the handprint of each color on their paper and convert them into some character by drawing features, hands and legs as per the requirement.</p> <p>You can also show them some reference images.</p>	   
<p>Discovering Artists</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Recognize the artists -Identify the important features of the work of artists. -Produce the replica of the work of the artist 	<p>Activity 1: <u>Keith Haring Graffiti Art Wall Paper</u></p> <p>Introduce students to the work of the artist Keith Haring by showing the images of his work.</p> <p>Talk about the important features of his work.</p> <p>Tell them what a wall paper is and why it is used?</p>	<p>https://www.google.com/search?q=keith+haring&tbm=isch&chips=q:keith+haring,g_1:wallpaper:WuhGlrIAFlY%3D&rlz=1C1DVJR_enPK876PK877&hl=en-GB&sa=X&ved=2ahUKEwjDs8DRpbj1AhUaZ_EDHbYQBdYQ4IYoAXoECAEQHA&biw=1381&bih=656</p>


	<p>Make groups of 4 to 5 and give every group a chart paper.</p> <p>Ask them to design a wall paper by using the elements they saw in Haring's work.</p> <p>Later, you can display these wall papers in the school on a card board stand or they can be used as a backdrop for many things.</p> <p>Activity 2: <u>Animated stick figures</u></p> <p>Introduce students to the artist Keith Haring and his work and from which genre of art he belonged to (Pop Art).</p> <p>Then introduce them to the activity in which they will be making stick figures and different postures.</p> <p>Let them collect different twigs and branches and ask them to create a stick figure according to the shape of the stick that they have got.</p> <p>Before placing their sticks, ask them to paint one solid color of their choice in the background.</p> <p>After the completion of the task, place all the works together to give it a pop art style look and display it in the school.</p>	<p>https://en.wikipedia.org/wiki/Wallpaper</p>  
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Grade III

Domains	Learning Outcomes	Suggested Activities	Suggested References
<p>Elements of Art</p> <ul style="list-style-type: none"> -Line -Shape -Texture -Color 	<p>Students will be able to:</p> <p>Line</p> <ul style="list-style-type: none"> - Identify at least six types of lines - Create a drawing and painting by using lines <p>Shape</p> <ul style="list-style-type: none"> - Identify at least six types of geometric shapes - Create a drawing and painting by using geometric shapes <p>Texture</p> <ul style="list-style-type: none"> -Define texture -Explore and recognize different types of textures -Create an artwork by using textures <p><i>Eg: printing</i></p> <p>Color</p> <ul style="list-style-type: none"> - Identify secondary colors - Define secondary colors - Describe the difference between 	<p>Activity 1: Emotions Making</p> <p>Ask students how they are feeling today and guide the conversation towards emotions, discussing how facial expressions can convey our current feelings.</p> <p>Write a list of emotions on the board, such as happy, sad, confused, etc. Select a student and ask them to make a facial expression corresponding to one of the listed emotions. Have the rest of the class identify changes in facial features like eyes, nose, lips, and eyebrows. This activity aims to enhance their observational skills.</p> <p>Divide the students into groups and provide them with chart papers. Explain that they will be creating an emotions-based game today.</p> <p>Guide them to draw a face outline on the chart paper and on a separate sheet, create five sets of eyes and lips depicting different emotions of their choice. Instruct them to use lines and shapes to define the expressions.</p> <p>Finally, assist them in cutting out the eyes and lips separately.</p>	



	<p>primary and secondary colors</p> <p>- Explore color mixing and produce secondary colors by using primary colors only</p>		
Discovering Artists	<p>Students will be able to:</p> <p>- Recognize the artists</p> <p>- Identify the important features of the work of artists.</p> <p>- Produce the replica of the work of the artist</p>	<p>Activity 1: <u>Still Life Painting inspired by Paul Cézanne</u></p> <p>Introduce students to the artist Paul Cézanne. Show his work and ask them to identify the specialty of his work.</p> <p>Place a still life and ask students to mimic the style of his work into their composition.</p>	 <p>https://en.wikipedia.org/wiki/Paul_C%C3%A9zanne</p>





Grade IV

Domains	Learning Outcomes	Suggested Activities	Suggested References
<p>Elements of Art</p> <p>Line Shape Form Texture Value Color Space</p>	<p>Students will be able to:</p> <p>Line</p> <p>- Identify all types of lines</p> <p>- Describe the role of line in the formation of art</p> <p>- Design an art work by using at least 6 different types of lines</p>	<p>Activity 1: <u>Print making</u></p> <p>Provide students with poster paints and various materials containing textures.</p> <p>Ask them to explore the given materials independently in their drawing books.</p> <p>After they finish their exploration, assist them in identifying one of the elements of art, which is</p>	

	<p>Shape</p> <ul style="list-style-type: none"> - Define and identify organic and geometric shapes and the difference between them - Create a drawing and painting by using both organic and geometric shapes <p>Form</p> <ul style="list-style-type: none"> -Define form -Identify how forms are created -Draw at least four forms <p>Texture</p> <ul style="list-style-type: none"> - Create a complex piece of art using textures <p>Color</p> <ul style="list-style-type: none"> - Identify color wheel -Identify tertiary colors -Identify warm and cool colors -Define tertiary colors -Describe the difference between primary, secondary and tertiary colors - Describe the 	<p>texture.</p> <p>Now, instruct them to create an image of their choice using any texture they prefer.</p> <p>Additionally, help them understand that the technique they are employing is printmaking.</p>	
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	<p>difference between warm and cool colors</p> <ul style="list-style-type: none"> -Explore color mixing and produce tertiary colors by using secondary colors -Produce art by using warm and cool colors <p>Space</p> <ul style="list-style-type: none"> - Define space - Identify positive and negative space and the difference between them -Produce art by using the concept of space <p>Value</p> <ul style="list-style-type: none"> - Define value - Identify the role of value in the production of art - Produce greyscale 		
History of Art	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify the work style of the taught art movement and period -Explore the techniques used in the relevant art movement and period -Recognize the role of the art movement in the art history and period -Produce an art 		

	<p>work inspired by the taught art movement and period</p> <p><i>*Applicable on grade 5 as well</i></p>		
<p>Discovering Artists</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify the art movement relevant to the artist work - Analyze and discuss the artist inspirations and its influence on their work - Develop their version of the selected artwork of the artist <p><i>*Applicable on grade 5 as well</i></p>	<p>Activity 1: Cubism</p> <p>Introduce the artist Pablo Picasso. Show his work and discuss the important features, such as Cubism.</p> <p>Provide students with various colored sheets of paper and ask them to create a self-portrait in the style of Pablo Picasso's Cubism.</p> <p>Instruct them to draw full size outline of their face and hair on one of the A4 colored papers.</p> <p>Guide them to draw each feature of their face separately on different colored pieces of paper. Ensure that the size of the features can be adjusted later on the face outline created on the separate A4 paper.</p> <p>Instruct them to use various sizes and poses for their features. For example, one eye can be larger and facing forward, while the other can be smaller and in a side pose.</p> <p>After completing their drawings, have them color the features and then attach them to the outline of the</p>	 


		face that they created at the beginning.	
Cultural Art & Craft	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Identify cultural art -Define cultural art -Discuss the significance of Pakistani cultural art and craft -Identify common symbols and motifs used in the Pakistani cultural art -Create a craft work by using Pakistani cultural symbols and colors. 	<p>Activity 1: <u>Ajrak Fabric Painting</u></p> <p>Introduce the class by showcasing pieces of cloth with different and contemporary designs and patterns along with ajrak.</p> <p>Ask them to identify which one is cultural and represents Pakistan.</p> <p>Introduce and discuss the pattern Ajrak. And discuss its origin, patterns and color schemes.</p> <p>Distribute each student with a plain white fabric square, paints, and brushes</p> <p>Instruct students to create their own Ajrak-inspired fabric painting. Guide them to use Ajrak motifs like geometric patterns, floral designs, and borders.</p> <p>Activity 2: <u>Paper Plate Truck Art</u></p> <p>Start by introducing the students to the Pakistani truck art by showing them images of trucks</p> <p>Discuss some common symbols and motifs found in Pakistani truck art, such as flowers, birds, and traditional geometric</p>	   




		<p>patterns.</p> <p>Provide each student with a paper plate and art material. Instruct them to create their own mini-truck art on the paper plate.</p> <p>Encourage students to incorporate the symbols into their own truck art designs. After completing their designs, encourage them use of bright colors similar to those seen in Pakistani truck art.</p>	
Art and Society	<p>Students will be able to:</p> <p>-Identify the technicalities of integration of art and other areas present in the society</p> <p><i>*Applicable on grade 5 as well</i></p>	<p>Activity 1: Community Mural</p> <p>Introduce the class to mural.</p> <p>Discuss with students what aspects of their community they would like to include in the mural (e.g., local landmarks, important community events, cultural symbols). List ideas on the board.</p> <p>Divide the class into small groups. Each group will sketch their assigned section of the mural on construction paper.</p> <p>Groups will use markers, crayons, and colored pencils to draw and color their section of the mural on the large paper. Encourage students to use</p>	



		<p>images cut out from magazines to enhance their artwork.</p> <p>Groups will combine their sections to create the final mural. Help students glue the sections together and display the mural in a prominent place in the classroom.</p> <p>Have students discuss how the mural represents different aspects of their community. Identify the technicalities of how art is integrated into these societal areas.</p>	
Techniques and Materials	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Demonstrate proficiency in using a variety of art mediums, including oil pastels and acrylic paints -Explore advanced art techniques, such as shading, collages, layering -Express their own ideas and preferences in their artwork, showcasing a growing ability to use techniques and materials to convey personal expression. 	<p>Activity 1</p> <p>Explain the concept of shading and its importance in creating depth and dimension in artwork. Show examples of shaded drawings using oil pastels.</p> <p>Have students choose a simple object to draw, such as a fruit or flower. Ask them to lightly sketch the outline of their chosen object on the drawing paper.</p> <p>Demonstrate how to apply oil pastels in layers, starting with the lightest colors and gradually adding darker shades. Encourage students to use blending stumps or cotton swabs to blend colors smoothly.</p> <p>Show students how to add highlights and details using</p>	

		<p>lighter colors or by gently scraping away some of the pastel with a toothpick or the edge of a coin.</p> <p>Allow students to personalize their artwork by adding background elements or additional objects.</p> <p>Have students share their completed artworks with the class, explaining their choice of object and how they used shading to create depth.</p> <p>Discuss how the use of oil pastels and shading techniques helped them express their ideas and preferences.</p>	
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Grade V

Themes	Learning outcomes	Suggested Activities	Suggested References
<p>Elements of Art</p> <ul style="list-style-type: none"> -Line -Shape -Form -Texture -Value -Color -Space 	<p>Students will be able to:</p> <p>Line -Explore lines in unconventional form of art</p> <p>Shapes -Explore shapes in unconventional form of art</p> <p>Form -Define form</p> <p>-Identify how forms are created</p> <p>-Draw at least four</p>	<p>Activity 1: <u>Explore and create</u></p> <p>Take students out of the class for a nature walk and ask them to observe their surroundings and collect dried leaves from the ground and explore its texture.</p> <p>After coming back to the class, ask students to create anything inspired by the things you observed on the walk.</p> <p>Guide them to use the leaves and pencils only for this activity.</p>	

	<p>forms</p> <p>Texture - Create a complex piece of art using textures</p> <p>Color Identify the importance of colors in the production of art</p> <p>Space - Define space - Identify positive and negative space and the difference between them -Produce art by using the concept of space</p> <p>Value Apply value in art production</p>	<p>Ask them to observe the shape of the leaf, paste it and imagine what you can create around it by using lines and shapes only.</p> <p>Color the work if needed.</p>	
<p>History of Art</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify the work style of the taught art movement and period -Explore the techniques used in the relevant art movement and period -Recognize the role of the art movement in the art history and period -Produce an art 	<p>Activity 1: <u>Mosaic art</u></p> <p>Introduce students to the famous painting from modern era.</p> <p>Introduce them to the technique of mosaic art.</p> <p>Provide students with colorful papers, scissors, glue, and several reference pictures of the famous modern art paintings.</p> <p>Ask students to recreate any painting of their choice by using mosaic art technique. In order to create mosaic art, inform them to use small</p>	 

	work inspired by the taught art movement and period	squares of paper cuttings.	
Discovering Artists	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify the art movement relevant to the artist work - Analyze and discuss the artist inspirations and its influence on their work - Develop their version of the selected artwork of the artist 	<p>Activity 1: <u>Edward Munch inspired work</u></p> <p>Introduce students to the artist Edward Munch and his famous work Scream.</p> <p>Discuss the important features of his style of work.</p> <p>Guide students to reimagine Scream produce their own version of Scream painting.</p> <p>Instruct them to use the same background and color palette.</p>	
Cultural Art & Craft	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify the traditional Pakistani textile art forms like Ajrak and discuss their cultural significance in Pakistani culture - Examine traditional Pakistani art and craft - Create their own fabric art inspired by Pakistani textile 	<p>Activity 1: <u>Pakistani Mosaic Tile Making</u></p> <p>Begin by showcasing some for the famous historical buildings of Pakistan present in Lahore and Multan, depicting mosaic tile work. Discuss the important features of the mosaic designs and its significance in Pakistani architecture.</p> <p>Provide them with cardboard for base, paints, paintbrushes, glue and a variety of colored construction paper or foam sheets.</p> <p>Instruct students to draw a</p>	


		<p>design on card board for you tile.</p> <p>Encourage them to incorporate geometric patterns, floral motifs, and other elements inspired by Pakistani mosaic tile art.</p> <p>Ask students to cut small shapes from colored construction paper or foam sheets and arrange them on their cardboard create a mosaic art. And start pasting them in the design they created for their tile.</p> <p>Note: If construction paper and foam sheets are not available, students can also use paints or pencil colors to recreate the tile mosaic effect.</p>	
Art & society	<p>Students will be able to:</p> <p>-Identify the technicalities of integration of art and other areas present in the society</p>	<p>Activity 1 <u>Art in Everyday Objects</u> Discuss how everyday objects can be used to create art and are part of artistic expression in society. Show examples of artworks made from everyday objects.</p> <p>Have students collect everyday objects from the classroom or you can ask them weeks before this lesson starts to bring the collected materials from home.</p> <p>Students will arrange their collected objects on the white drawing paper to create a picture or design. Glue the objects in place and</p>	




		<p>use markers and crayons to add details and background.</p> <p>Each student presents their artwork to the class, explaining the objects they used and how their piece reflects aspects of everyday life.</p> <p>Discuss how these artworks show the integration of art into daily life.</p> <p>Identify the technicalities involved in using everyday objects in art and how this reflects societal practices.</p>	
<p>Techniques and Materials</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Explore specific artistic techniques demonstrating a deeper understanding and proficiency in that area 	<p>Activity 1 <u>Mixed Media Collage with Acrylic Paints</u></p> <p>Explain the concept of mixed media art and how it involves combining different materials and techniques.</p> <p>Show examples of mixed media artworks that use acrylic paints and collage elements.</p> <p>Have students brainstorm and sketch a plan for their mixed media artwork, deciding on a theme or message they want to convey.</p> <p>Encourage them to think about how they can use different materials to enhance their composition.</p> <p>Provide them with magazines, newspapers and colored papers.</p> <p>Ask them to cut out images and shapes from magazines,</p>	 


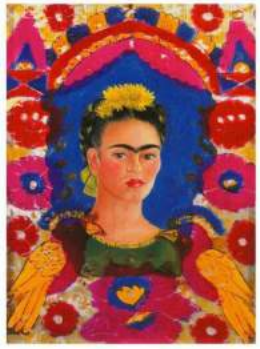

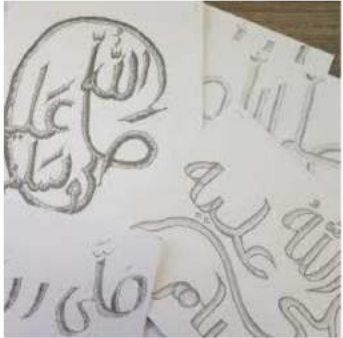
		<p>newspapers, and colored paper. Arrange and glue these collage elements onto the canvas or thick paper to form the base of their artwork.</p> <p>Demonstrate how to apply acrylic paints over and around the collage elements, using techniques like layering, blending, and adding texture. Encourage students to experiment with different brushstrokes and color combinations to express their ideas.</p> <p>Have students present their mixed media artworks to the class, explaining their theme and how they used different materials and techniques to convey their personal expression. Discuss the proficiency shown in using acrylic paints and the creativity in combining materials to create layered, meaningful artwork.</p>	
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Grade VI

Themes	Learning Outcomes	Suggested Activities	Suggested References
Elements of Art -Line -Shape -Form -Texture -Value	Students will be able to: Line -Use different types of lines in unconventional mediums to	Activity 1: <u>Paper Park Sculpture</u> Discuss and recall all the elements of art. Distribute glue, colored papers and A4 sheet for the	

<p>-Color -Space</p>	<p>produce an artwork</p> <p>Shape -Use different types of organic and geometric shapes in unconventional mediums to produce an artwork</p> <p>Form -Recognize the importance of form in art</p> <p>-Recognize various forms and the differences between them</p> <p>-Design an art by using various types of forms</p> <p>Texture Produce textures through drawing</p> <p>Color Describe color theory</p> <p>Create an art by using unconventional form of art in accordance to the colors</p> <p>Space Recognize the importance of space in art</p> <p>Value Explore value by using various</p>	<p>base.</p> <p>Guide students to design a park, identify different shapes and lines to design their park and create a paper park sculpture by using colored paper.</p>	
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	mediums		
History of Art	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Identify the influence of culture on art in the history -Create their own version of any iconic art artwork from the history 	<p>Activity 1: <u>Impressionism</u></p> <p>Introduce students to the Impressionism art movement.</p> <p>Discuss the important features and the style of work that the Impressionists artist followed.</p> <p>Organize a field trip to some park or train station and ask students to create live Impressionistic painting of any view of their choice on small canvases or paper to understand how the Impressionists worked.</p>	 
Discovering Artists	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Discuss the role of artists in society -Identify significant Pakistani artists and their contribution -Explore various mediums to develop an art inspired by the artist 	<p>Activity 1: <u>Yayoi Kusama</u></p> <p>Introduce students to the artist Yayoi Kusama and her work.</p> <p>Discuss the important features like polka dots and vibrant colors of her work.</p> <p>Provide students with paper strips and ask them to paint polka dots on them.</p> <p>Now ask them to create a 3d pumpkin inspired by her work with the help of those strips.</p>	 
Cultural Art & Craft	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Discuss Pakistani architecture 	<p>Activity 1: <u>Truck Art and Old Masters</u></p> <p>Introduce students to some</p>	


	<p>-Discuss the significance of various forms of art used in Pakistani architecture like tiles, mosaics and so forth</p> <p>-Develop integrated project of art and history in order to explore the in-depth understanding of historical implications</p>	<p>iconic paintings like Mona Lisa, Frida Kahlo and so forth.</p> <p>Introduce them to the brief history and important features of truck art.</p> <p>Distribute the photocopy of the selected paintings like Monalisa or Girl with the Pearl Earring, featuring some female figure.</p> <p>Now guide them redesign the art work by using the elements of truck art patterns without losing the essence of the original work.</p>	 
<p>Islamic Art</p>	<p>Students will be able to:</p> <p>Define Islamic art</p> <p>-Identify various geometric, floral, tiling, calligraphic and figurative patterns used in Islamic art</p> <p>-Design a basic geometric pattern used in Islamic art</p>	<p>Activity 1: <u>Calligraphy art</u></p> <p>Start the class by showcasing the images of different mosques, temples, shrines featuring Islamic calligraphy and lead the discussion to the calligraphy by asking the common factor present in each image.</p> <p>Discuss the importance of calligraphy in Islamic art and its various styles.</p> <p>Provide each student with a paper, calligraphy pens or markers, and ink if available.</p>	 


		<p>Have them practice any two basic calligraphy style for example Naksh and Diwani and instruct them to practice the calligraphy strokes and techniques and explore the differences between the two</p> <p>Ask them to choose a meaningful word or phrase and create their own calligraphy piece using the techniques they've learned.</p> <p>Note: You can also provide students with worksheets of different calligraphy styles for practice</p>	
Art & Society	<p>Students will be able to:</p> <p>Explore common themes that can be used in both art and other areas of the society</p>	<p><u>Activity 1: Designing a Pollution Awareness Campaign</u></p> <p>Talk about different types of pollution affecting your local area (e.g., air, water, soil) and their impact on the environment and community health. Share specific examples and data about pollution in the local area.</p> <p>Divide students into small groups. Assign each group a specific aspect of the campaign to focus on, such as identifying pollution sources, its effects, and actionable solutions. Have each group brainstorm how to visually represent their aspect using art and design.</p> <p>Each group creates their campaign materials, which could include posters,</p>	




		<p>flyers, social media graphics, and informational brochures.</p> <p>Encourage them to use various art mediums to create eye-catching and informative materials.</p> <p>Encourage students to include clear messages and slogans that highlight the importance of reducing pollution and actionable steps the community can take.</p> <p>Each group presents their campaign materials to the class, explaining their focus area and the messages they want to convey.</p> <p>Discuss the overall campaign strategy and how each group's work contributes to the campaign's goals.</p> <p>Discuss ways to share the campaign materials with the wider community, such as organizing a school exhibition, distributing flyers, or sharing digital materials on social media.</p> <p>Develop a plan for implementing the campaign, assigning roles and responsibilities to each group.</p> <p><i>This activity will help students understand the impact of pollution and empowers them to use their artistic skills to raise awareness and inspire positive change in their local community.</i></p>	
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<p>Techniques & materials</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Create mixed media projects that demonstrate proficiency in combining diverse materials to convey specific artistic intentions. -Express complex ideas or emotions through their artwork, incorporating symbolism and metaphorical elements to convey deeper meanings. -Develop their understanding of composition by creating artworks that effectively use principles such as balance, contrast, and focal points. 	<p>Activity 1: <u>Photo Editing</u></p> <p>Teach students the photo editing on any basic editing software.</p> <p>Instruct them to explore the filters and color correction options.</p> <p>Select any photograph of your choice and transform the photograph into a digital painting by using multiple tools.</p>	
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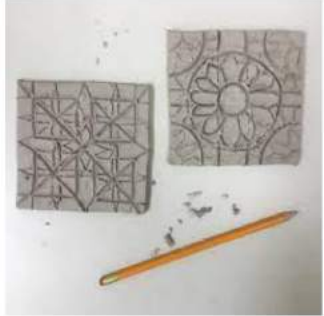
Grade VII

Themes	Grade VII	Suggested Activities	Suggested References
<p>Elements of Art</p> <ul style="list-style-type: none"> -Line -Shape -Form -Texture -Value -Color -Space 	<p>Students will be able to:</p> <p>Line</p> <ul style="list-style-type: none"> -Use different types of lines in unconventional mediums to produce an artwork 	<p>Activity 1: <u>Abstract Art</u></p> <p>Ask students to select any 5 geometric shapes and create a design. Inform them that they are only allowed to repeat each shape only once.</p>	


	<p>Shape -Produce a 3D art by using geometric and organic shapes</p> <p>Form -Recognize the importance of form in art</p> <p>-Recognize various forms and the differences between them</p> <p>-Design an art by using various types of forms</p> <p>Texture Produce textures through drawing</p> <p>Color Describe color theory</p> <p>Create an art by using unconventional form of art in accordance to the colors</p> <p>Space Recognize the importance of space in art</p> <p>Value Explore value by using various mediums</p>	<p>After they are done ask them to color their work by using either primary or secondary colors</p>	
History of Art	Students will be able to:	Activity 1: <u>Mood Board</u>	

	<p>- Explore and discuss the causes of evolution of art throughout history</p>	<p>Introduce students to different art movements throughout history, discussing key characteristics and notable artists.</p> <p>Display multiple pictures of any 5 notable art movements on the board.</p> <p>Provide students with magazines or old recycled books with colored pictures.</p> <p>Ask them to create mood board for any one of the selected art movements. Encourage them to use mix media as well</p>	 
<p>Discovering Artists</p>	<p>Students will be able to:</p> <p>- Identify the differences between traditional and contemporary artist</p> <p><i>*Applicable on grade 8 as well</i></p>	<p>Activity 1: <u>Pablo Picasso inspired Collages</u></p> <p>Introduce students to Pablo Picasso and his collage work.</p> <p>Provide them with magazines, newspapers and recycled books. Ask them to create a collage inspired by Pablo Picasso's work.</p> <p>Encourage them to write a brief about the idea behind their work.</p>	

			
<p>Cultural Art and Craft</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Explore the cultural diversity of Pakistan. -Identify the hidden cultural features of art through discussion -Recognize the role of craftsman and the significance of craftsmanship 	<p>Activity 1: Baatik work</p> <p>Introduce students to the batik work. For this activity students can be taken to some local workshop where this craft is practiced.</p> <p>Discuss its origin, techniques, and cultural significance.</p> <p>Divide students in pair and provide each pair with a piece of plain white fabric, wax or a non-toxic alternative, fabric dye, brushes, and containers for dyeing.</p> <p>Guide them to create a batik design on the fabric using wax or a wax alternative to resist dye in certain areas.</p> <p>Guide students through the dyeing process. Explain how different colors and layering can be used to</p>	


		create vibrant and intricate designs.	
Islamic Art	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Discuss the role and significance of Islamic art -Identify and discuss the history and significance of tile making in Islamic art -Explore clay as a medium to produce art -Develop a clay tile by using Islamic geometric or floral patterns 	<p>Activity 1: <u>Geometric design tiles</u></p> <p>Introduce students to geometric design used in Islamic art.</p> <p>Provide students with the templates of basic geometric designs.</p> <p>Provide them clay, and butter paper and instruct them to trace the design on butter paper.</p> <p>Now make a clay tile of 4 x 4 inches and trace the design on the clay tile.</p> <p>Now, by using clay tools or tooth picks or ice-cream sticks carve the design out to create a engraved Islamic geometric art tile</p>	 
Art & Society	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Exhibit proficiency in integrating cultural elements into their artwork, exploring global influences and creating pieces that reflect an understanding of the interconnectedness of societies 	<p>Activity 1: <u>Cultural Elements and Global Influences in Art</u></p> <p>Talk about how different cultures influence each other and how this is reflected in art. Show examples of artworks that incorporate cultural elements and global influences.</p>	<p>https://gulfnews.com/opinion/op-eds/cultural-influence-on-art-understanding-the-connection-1.95564334</p> <p>https://www.montenagler.com/art-affect-culture-society/</p>





		<p>Divide students into small groups. Each group selects a cultural element (e.g., traditional clothing, architecture, festivals) and a global influence (e.g., technology, popular culture). Have each group brainstorm how to integrate these elements into their artwork.</p> <p>Ask each group to create a piece of artwork on a chart paper or canvas. Use markers, colored pencils, cut-out images, and acrylic paints. Encourage students to blend cultural elements with global influences, showing how societies are interconnected.</p> <p>Groups to present their artwork to the class, explaining the cultural elements and global influences they used. Discuss how their artwork reflects the interconnectedness of societies.</p> <p>Have a class discussion on what they learned about cultural integration and global influences. Display the artworks</p>	
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		<p>in the classroom or a common area to showcase their understanding of the theme.</p> <p><i>This activity will help students understand the integration of cultural elements and global influences in art, highlighting the interconnectedness of societies.</i></p>	
Techniques and Materials	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Master advanced artistic techniques, such as chiaroscuro, printmaking, or sculptural techniques, showcasing a higher level of technical skill. -Engage in conceptual art projects, demonstrating an ability to translate abstract concepts into visual forms and communicate deeper meanings through their artwork 	<p>Activity 1: <u>Exploring Chiaroscuro Technique</u></p> <p>Explain the chiaroscuro technique Show examples of famous artworks that employ chiaroscuro to convey dramatic lighting effects.</p> <p>Demonstrate the process Provide students with reference images or still-life setups featuring dramatic lighting. Instruct students to create their own chiaroscuro drawings</p>	

Grade VIII

Themes	Grade VIII	Suggested Activities	Suggested Links
Elements of Art -Line -Shape -Form	Students will be able to:	Activity 1: <u>Negative Space drawing:</u>	

<p>-Texture -Value -Color -Space</p>	<p>Line -Use different types of lines in unconventional mediums to produce an artwork</p> <p>Shape -Produce a 3D art by using geometric and organic shapes</p> <p>Form -Produce forms by using unconventional mediums</p> <p>Texture -Produce textures through drawing</p> <p>Color -Create an original and complex work of art by using various colors</p> <p>Space -Define one point perspective -Identify the difference between one and two point perspective -Demonstrate the concept of perspective drawing -Produce a one point perspective drawing</p> <p>Value Create 3D drawing by applying value</p>	<p>Introduce students to the Space and its types, negative and positive.</p> <p>Arrange a still life composition and teach them how to study the negative space.</p> <p>Now ask them to create a negative space drawing on their drawing books by using pencils.</p>	
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<p>History of Art</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify the origin of Pakistani art 	<p>Activity 1: <u>Surrealism</u></p> <p>Begin with the discussion about dreams and lead the conversation to the art movement Surrealism.</p> <p>Discuss the significant features of Surrealism and show them the famous Surrealistic artworks.</p> <p>Now ask them to create a Surrealistic Self-Portrait.</p>	 
<p>Discovering Artists</p>		<p>Activity 1: <u>Romero Britto inspired work</u></p> <p>Introduce students to the artist Romero Britto and his work.</p> <p>Show his work and discuss the inspiration of his work.</p> <p>Encourage students to observe the design, colors and patterns used in his art.</p> <p>Ask them to select any object from their bag and draw in the style of Romero Britto's work and color it as well</p>	 

<p>Cultural Art & Craft</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Explore various Pakistani crafts and their origin like puppet making, clay and ceramic work, stitching styles, fabric dyeing, block printing and etcetera 	<p>Activity 1: <u>Cultural Map</u></p> <p>Discuss the various cultures present in Pakistan.</p> <p>Guide them to select any Pakistani ethnicity and create a map of it.</p> <p>Encourage them to identify the important cultural factors of that ethnicity that make them different from others like their food, dress, iconic monument, language, music, and so forth</p>	
<p>Islamic Art</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Explore Islamic calligraphy -Practice Islamic calligraphy various styles -Produce an art by using the combination of various patterns and styles used in Islamic art 	<p>Activity 1: <u>Calligraphic images</u></p> <p>Ask students to draw an outline of any image and fill it with the Islamic calligraphy of their choice.</p>	
<p>Art & Society</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Create projects that serve as a form of social commentary, 	<p>Activity 1: <u>Expressing Social Issues through Art</u></p> <p>Discuss different social issues that affect communities</p>	

	<p>demonstrating an understanding of societal issues and expressing thoughtful perspectives through their creative work.</p>	<p>(e.g., poverty, education, mental health). Ask each student to pick a topic they feel strongly about.</p> <p>Ask them to brainstorm ideas on how to represent their chosen social issue through art. And sketch out their ideas and think about the message they want to convey.</p> <p>Students create their artwork using drawing, painting, or mixed media techniques. Encourage them to use symbolism and imagery to communicate their message effectively.</p> <p>After completing their artwork, students o reflect on whether they effectively conveyed their message. Give them the opportunity to revise and make improvements if needed.</p> <p>Each student presents their artwork to the class, explaining the social issue they addressed and the message they wanted to convey.</p>	
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		<p>Facilitate a discussion on the different perspectives and insights presented in the artworks.</p> <p>Display the artwork in the classroom or a common area of the school for others to see.</p> <p>Encourage students to share their artwork on social media or at a school exhibition to raise awareness about the social issues they care about.</p> <p><i>This activity will empower students to use art as a medium for expressing their thoughts and feelings about important social issues, fostering empathy and understanding among their peers.</i></p>	
Techniques and Materials	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Demonstrate mastery in a chosen specialized technique or medium, showcasing a high level of technical proficiency and artistic expression. -Engage in advanced conceptualization, 	<p>Activity 1: <u>Picture Manipulation</u></p> <p>Ask students to take a photograph of any of their own artwork and transfer it to the computer available in the school.</p> <p>Introduce them to Adobe Photoshop, and seek assistance from the school's computer teacher.</p>	

	<p>creating artworks that explore complex themes, narratives, or social issues through visual storytelling.</p> <p>-Present and articulate their artistic ideas, both orally and in writing, demonstrating an understanding of the context and inspiration behind their work.</p>	<p>Show them how to work with layers, opacity, cropping, stamping, and other basic techniques.</p> <p>Instruct them to experiment with these basic tools and transform their artwork into a new digital creation.</p>	
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