

**PRIMARY VISUAL ARTS
CURRICULUM GUIDE**

MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT

BARBADOS

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RATIONALE

The necessity for a comprehensive arts education programme for all students has been recognized and clearly articulated on several occasions. Throughout the debates on the school curriculum over the last fifteen years, the importance of the arts has been acknowledged. The arts are not merely a desirable but an essential component of the education offered in schools. The arts provide the critical balance in what could otherwise be described as a purely academic curriculum and can make a significant contribution to the way children develop their feelings and understand their emotions.

The Visual Arts may be described as *the results of graphic and visual expressions of thoughts, feelings, emotions and interpretations of an individual or group which reveal truthfully and sensitively some aspects of existence common to particular societies and eras*. Visual arts make a significant contribution to education through the development of the imagination, critical and creative thinking, discipline, emotions, and expression while encouraging experimentation and inventiveness. It must be recognized that the Visual Arts fall among those non-verbal intrusive areas of experiences which help to characterize individuality and open doors on totally different kinds of knowledge which do not depend on received information.

This Visual Arts curriculum represents one of the major components of arts education. It has been developed in recognition of the significant contribution of the arts to education and the need to have clear guidelines which would help teachers in the planning and presentation of their art lessons. The Curriculum is therefore designed to provide firm and clear guidelines for art teachers and serve as a reference for them in guiding students to use their initiative to explore, think critically and intuitively, discover and experiment.

For a system of lifelong education to operate effectively, all its constituent parts must work together to further the learning process. Subject areas may be so coordinated that the activities in one subject complement those in another. Visual arts have the potential to be the vehicle through which other subjects may be taught or they may be used to enhance and reinforce the concepts that have been taught. The visual

arts have the potential to unify the school and the society as the environment provides inspiration for artists and as artists seek to represent the society as they see, project and critique it at a particular time in its history.

This curriculum provides opportunities for students to develop an appreciation for cultural differences, aesthetic tolerance and self worth. It exposes students to several career opportunities and an understanding of the value of the arts to the economy of a country. It is intended that this curriculum should translate the philosophy, policy, statements, goals and objectives of education into collaborative, and more child-centred approaches to learning.

Format of the Syllabus

In addition to the syllabus for the Classes 1-4, this document contains the following sections:

- Scope and sequence
- Attainment targets

Within the detailed syllabus the following aspects are addressed:- approaches to the infusion of the technologies in the teaching of visual arts; the infusion of social and emotional learning activities; suggested topics and methods of integration ; approaches to assessment and evaluation and suggested Web sites and CD-ROM suitable for enhancing the teaching of Visual Arts.

Scope and Sequence

This Syllabus presents the art teacher with the scope and sequence of the concepts and activities in which students should be engaged in order to promote creative and mental development. The scope of activities is designed to provide the class teacher with a range of tasks to be performed by students in order for them to develop mastery of certain artistic skills. The activities are sequential in that they build upon one another from the point of view of artistic achievement while promoting the students' own development.

Attainment Targets

The attainment targets presuppose that students are provided with the art experiences and adequate practice in the activities identified for the age groups. The attainment targets are set out to indicate the level of achievement that students could attain by the end of each academic year. Since all children do not arrive at the same concept of their environment at the same time, they do not develop artistic

concepts at the same rate. It is important therefore to understand each child, give him support for his expressions and allow him to develop at his own rate.

Integration of the Technologies

In keeping with the policy of the Ministry of Education which seeks to expose all primary school students to technological literacy programmes, this syllabus provides opportunities for the infusion of the technologies in the teaching / learning process in the visual arts. Opportunities are provided for teachers to incorporate the new technologies in their teaching and for students to work individually and cooperatively using the computer as a tool to enhance their learning. Some concepts are linked to Web- sites and references have been made to available CD- ROM, videotapes and slides. The syllabus provides activities for teachers to engage students in using the technologies to develop higher order and critical thinking skills as they seek to solve problems in their quest for knowledge.

Integration of other subjects with Visual Arts

Some examples of approaches to integration at the subject level are provided as a guide for teachers who should feel free to explore all opportunities for integration. Included in this curriculum are examples of assessment methods that may be used as a guide. A student should master the understanding and demonstrate competence in a skill at the lower level before moving on to a higher level. Students should be allowed to work at their own pace and both formative and summative evaluation processes should be employed.

Social and Emotional Learning

Social and emotional learning skills are integrated in cases where the concepts and activities lend themselves to the teaching of social and emotional learning skills. Some activities in the syllabus are intended to ensure that the art process itself provides a means of social and emotional growth. The portrayal of students' thoughts about their society provides opportunities for social awareness and the recording of aspects of their cultural heritage.

GENERAL OBJECTIVES

The general objectives of this Visual Arts Programme take into consideration the CHILD, the SOCIETY and the TEACHER.

This syllabus enables students in the 7 – 11 age group to:

1. Develop sensitivity to the elements and principles of art.
2. Develop self-expression, imaginative and conceptual abilities to visualize, recognize and improvise in creating works of art.
3. Develop manipulative skills through exploring the visual and tactile qualities of selected materials, media and techniques used to produce works of art.
4. Develop verbal response skills in identifying and describing the elements of art, making simple analyses, interpretation and judgments of works of art.
5. Promote an awareness of and appreciation for societal influences through the study and production of visual art works on:
 - ❖ topics and themes of social and environmental influences
 - ❖ folkways of various groups, countries and cultures.
6. Provide opportunities for students to work collaboratively while promoting social and emotional adjustment by showing regard and respect for the work and efforts of others.
7. Promote the use of the technologies as tools for integrating subjects and enhancing various approaches to learning and producing works of art.

8. Demonstrate an awareness and appreciation for the cultural arts through active participation and creation of culturally relevant works of art.

9. In addition, students should be able to:

- Develop an understanding of and an appreciation for aesthetics and to communicate effectively with others in verbal and non-verbal ways.
- Think critically and creatively and live harmoniously in society.
- Occupy leisure-time in beneficial pursuits and develop a sense of self-reliance

SCOPE AND SEQUENCE

CLASSES 1 - 4

Key:

- Begins teaching the concept/skill/fact
 √ Maintains and develops concept/skill/fact

No.		CLASSES			
		1	2	3	4
1.0	OBSERVATION				
1.0.1	Nature walks to observe and record examples of designs created by lines, colour, shape and texture in the environment.	■	√	√	√
1.0.2	Creating designs derived from rubbings using found objects – natural and manmade.	■	√	√	√
1.0.3.	Drawing objects, leaves and flowers from observation	■	√	√	√
1.0.4.	Illustrations accompanied by oral and written description of fauna and flora	■	√	√	√
1.0.5.	Relate observations to mathematical concepts such as geometric shapes, line graphs, colour coded graphs, etc.	■	√	√	√
1.0.6	Relate observations to Science e.g. study of leaves such as venation, shape and texture Drawing and painting	■	√	√	√

SCOPE AND SEQUENCE

CLASSES 1 - 4

Key:

- Begins teaching the concept/skill/fact
 √ Maintains and develops concept/skill/fact

No.		CLASSES			
		1	2	3	4
1.0	OBSERVATION				
1.0.7	Observing and drawing objects with strong linear structures.	■	√	√	√
1.0.8	Plant study – Plants with variegated leaves	■	√	√	√
2.0	DESIGN AWARENESS				
2.0.1	Observe, identify and discuss patterns and designs in the classroom and the environment.	■	√	√	√
2.0.2	Creating designs inspired by patterns in nature and the environment	■	√	√	√
2.0.3	Use selected materials to study, draw and paint patterns from observation	■	√	√	√

SCOPE AND SEQUENCE

Key:

- Begins teaching the concept/skill/fact√
 √ Maintains and develops concept/skill/fact

No.		CLASSES			
		1	2	3	4
2.0	DESIGN AWARENESS CONT'D				
2.0.4.	Creating objects such as fans, boats, aeroplanes	■	√	√	√
2.0.5	Paper tearing and cutting to create negative and positive shapes, complementary and contrasting colours.	■	√	√	√
2.0.6	Simple tabby weave using assorted coloured paper and manmade materials.	■	√	√	√
2.0.7	Creating freestanding objects from found materials.	■	√	√	√
3.0	DESIGN AWARENESS – PRINTING				
3.0.1	Collecting, sorting, testing of found materials to determine suitability for printing	■	√	√	√
3.0.2	Creating prints using the found materials. Experimenting with and arranging the prints to create designs	■	√	√	√
3.0.3	Creating printing blocks with found objects and glue to produce monoprints that depict different rhythm, texture moods and feelings etc.	■	√	√	√
3.0.4	Repeat patterns using a combination of two or more prints. Overlapping prints to create designs suitable for a handkerchief, tie or scarf.	■	√	√	√
3.0.5.	Creating computer generated designs and use the same as inspiration for further development of designs.	■	√	√	√

SCOPE AND SEQUENCE

Key:

■ Begins teaching the concept/skill/fact

√ Maintains and develops concept/skill/fact

NO		CLASSES			
		1	2	3	4
4.0	PICTURE COMPOSITION				
4.0.1	Identify the primary and secondary colours	■	√	√	√
4.0.2	Mix primary colours to produce secondary colours	■	√	√	√
4.0.3	Mood painting using music as inspiration	■	√	√	√
4.0.4	Dramatization and painting of expressions of fear, anger, joy, surprise etc. while other students draw and paint the same	■	√	√	√
4.0.5	Drawing and painting based on themes and life experiences.	■	√	√	√
4.0.6	Sketching and painting local sceneries.	■	√	√	√
5.0	CULTURAL AWARENESS				
5.0.1	Viewing video clips of costume design. Discuss cultural relevance	■	√	√	√
5.0.2	Creating cartoon characters and stick puppets	■	√	√	√
5.0.3	Cutting, arranging and pasting to create puppets – paper bag and sock puppets.	■	√	√	√
5.0.4	Discussions on discipline and uniform groups. The purpose of wearing uniforms.	■	√	√	√

SCOPE AND SEQUENCE

Key:

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NO.	5.0 CULTURAL AWARENESS CONT'D	CLASSES			
		1	2	3	4
5.0.5	Appreciation of the music played by different uniform groups.	■	√	√	√
5.0.6	Movement associated with the music of different uniform groups.	■	√	√	√
5.0.7	Composing pictures of local uniform groups in action	■	√	√	√
6.0	OBSERVATION				
6.0.1	Sketching, and painting local fauna and flora		■	√	√
6.0.2	Observation, discussion and appreciation of landscape and seascape paintings by local artists.		■	√	√
6.0.3	Drawings and paintings of landscapes and seascapes		■	√	√
6.0.4	Experimenting with shading techniques		■	√	√
6.0.5	Hatching, cross hatching and pointillism		■	√	√
6.0.6	Shading: Application of techniques		■	√	√

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No.	DESIGN AWARENESS - (PRINTING)	CLASSES			
		1	2	3	4
7.0.1	Creation of printing blocks		■	√	√
7.0.2	Block Printing		■	√	√
7.0.3	Stencil production and use in creating prints		■	√	√
7.0.4	Positive and negative techniques		■	√	√
7.0.5	Creating patterns using letters and figures		■	√	√
7.0.6	Paper folding and cutting to create patterns		■	√	√
7.0.7	Creating 2D and 3D designs using a variety of materials		■	√	√
7.0.8	Integration of graphics and text to create greeting cards		■	√	√
7.1.0	PICTURE COMPOSITION				
7.1.1	Discussion on themes to generate ideas		■	√	√
7.1.2	Creating drawings and paintings on themes discussed.		■	√	√
7.1.3	View and discuss and appreciate the works of local artists.		■	√	√

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NO.		CLASSES			
		1	2	3	4
7.1.0	PICTURE COMPOSITION				
7.1.4	Drawing and painting scenes of the school environment		■	√	√
7.1.5	Viewing and discussing paintings of landscapes and seascapes.		■	√	√
7.1.6	Drawing and painting landscapes and seascapes		■	√	√
7.1.7	Dramatization of expressions and emotions.		■	√	√
7.1.8	Creating cartoon characters depicting selected expressions and emotions.		■	√	√
7.1.9	Discussion on emotions, expressions and ways of controlling one's emotions.		■	√	√
7.1.10	Reading stories which promote good character Drawing and painting illustrations of the same		■	√	√

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NO.	EXPLORING THE USE OF TECHNOLOGY	CLASSES			
		1	2	3	4
8.0.1	Illustrated stories/ poems etc using the technology. Eg. slide projector and the VCR.		■	√	√
8.0.2	Collaborative work on group projects		■	√	√
8.0.3	Use the computer to combine graphics and text in creating greeting cards.		■	√	√
8.1.4	Introduction to concepts using VCR and TV		■	√	√
8.1.5	Introduction to art work using a slide projector		■	√	√
8.1.6	Slide Shows – Art Appreciation		■	√	√
8.1.7	Use the Internet to visit virtual museums, view and appreciate works of art.		■	√	√
8.2.1	Weaving using a variety of natural and man-made materials.		■	√	√
8.2.2	Design and make kites to depict given themes		■	√	√
9.0	CULTURAL AWARENESS				
9.0.1	Appreciation of local culture		■	√	√
9.0.2	Visits to the local museum – Historic and Marine.		■	√	√
9.0.3	Collecting, drawing and writing brief notes on local artifacts.		■	√	√

SCOPE AND SEQUENCE

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No.	MODELLING	CLASSES			
		1	2	3	4
10.0					
10.0.1	Model animals, birds, fish and fruit		■	√	√
10.0.2	3D object		■	√	√
10.0.3.	Free standing objects		■	√	√
10.0.4	Papier mache puppets		■	√	√
10.0.5	Mobiles		■	√	√
10.0.6	Man made objects and subjects in nature		■	√	√
11.0	OBSERVATION				
11.0.1	Observe draw and paint patterns in the fauna and flora of the environment.			■	√
11.0.2	Still-life drawings of potted plants and flowers			■	√
11.0.3	Observation and appreciation of the work of peers and local artists.			■	√
11.0.4	Nature walks and sketches of objects, plants, animals and birds seen in the neighbourhood.			■	√
11.0.5	Relating artwork to work done in Science and Social Studies.			■	√

SCOPE AND SEQUENCE

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NO.	DESIGN AWARENESS	CLASSES			
		1	2	3	4
12.0.1	Block printing using sequential and overlapping techniques.			■	√
12.0.2	A study of selected off-cuts of fabric relating students' work to the textile industry			■	√
12.0.3	Tie-dye – paper folding and dyeing			■	√
12.0.4	Using a variety of dyeing techniques to create designs on small pieces of fabric.			■	√
12.0.5	Display and discuss dyeing techniques used and patterns created.			■	√
13.0	PICTURE COMPOSITION				
13.0.1	Monochromatic painting			■	√
13.0.2	Creating a colour mixing booklet			■	√
13.0.3	Tertiary colours			■	√
13.0.4	Tints and tones			■	√
13.0.5	Art appreciation - discussion on the art work of peers and local artists			■	√

SCOPE AND SEQUENCE

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NO.	PICTURE COMPOSITION	CLASS			
		1	2	3	4
13.0.6	Visits by local artists to discuss their work			■	√
13.0.7	Use the computer and Internet to view and discuss the work of local artists			■	√
13.0.8	Picture composition on themes such as – “These Fields And Hills,” “The Picnic” etc.			■	√
13.0.9	Dramatization and drawings depicting students playing a variety of games.			■	√
14.0	MODELLING USING CLAY			■	√
14.0.1	Relief patterns – additive method			■	√
14.0.2	Pinch and coil pots			■	√
14.0.3	Animals, birds and fish			■	
14.0.4	Research: Use the Internet to discover different types of clay and pottery found in the island.			■	√

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No.		CLASSES			
		1	2	3	4
15.0	WEAVING				
15.0.1	Complex weaving			■	√
15.0.2	Weaving using mixed media			■	√
15.0.3	Weaving to create objects for decorative and utilitarian purposes			■	√
16.0.	PUPPETRY				
16.0.1	Socks			■	√
16.0.2	Sponge			■	√
16.0.3	Glove puppetry			■	√
16.0.4	Creating masks using cartoon characters as inspiration			■	√
16.0.5	Papier Mache			■	√
16.0.6	Colourful mask designs / creations			■	√
16.0.7	Utilization of recycled materials in creating masks.			■	√

SCOPE AND SEQUENCE

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NO		CLASSES			
		1	2	3	4
17.0	OBSERVATION				
17.0.1	Drawing objects with a strong linear quality				■
17.0.2	Drawing portraiture of a person in profile and from a front view.				■
17.0.3	Figure drawing with models in various positions.				■
17.0.4	Observing scenes from the environment for drawing outdoors studies				■
17.0.5	Using natural things from the environment for still-life drawing				■
18.0	DESIGN AWARENESS				
18.0.1	Experimenting with tie-dye techniques.				■
18.0.2	Compiling a booklet illustrating various tie-dye techniques.				■
18.0.3	Studying the works textile artists in Barbados.				■
18.0.4	Using and combining stenciling with other printmaking techniques.				■
18.05	Observing selected posters and video recorded "TV adds."				■
18.06	Creating a poster utilizing the principles of good design.				■

SCOPE AND SEQUENCE

Key:

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NO.		CLASSES			
		1	2	3	4
19.0	PICTURE COMPOSITION				
19.0.1	Using the elements of art creatively to produce a work of art.				■
19.0.2	Working with a variety of media to produce works of art.				■
19.0.3	Experimenting with the use of perspective in picture compositions.				■
19.0.4	Mixing secondary colours to produce tertiary colours				■
19.0.5	Creating tints and tones using primary colours black or white.				■
19.0.6	Experimenting with colours and painting techniques.				■

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NO>		CLASSES			
		1	2	3	4
20.0	CULTURAL AWARENESS				
20.0.1	Making puppets to create a family cast.				■
20.0.2	Integrating various subject with puppetry.				■
20.0.3	Writing a script for a puppetry presentation.				■
20.0.4	Using the internet to research puppets from different countries.				■
20.0.5	Exploring the use of mask in various cultures with the use of the internet.				■
21.0	ASSEMBLAGE				
21.0.1	Arranging natural and man-made beads to make jewelry				■
21.0.2	Creating 3 dimensional objects showing an understanding of space and balance.				■
21.0.3	Using the internet to research toys from around the world.				■
21.0.4	Designing and making toys from wood.				■

SCOPE AND SEQUENCE

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NO.		CLASSES			
		1	2	3	4
22.0	WEAVING				
22.0.1	Oral appreciation of the work of local basket weavers.				■
22.0.2	Weaving various items from natural materials.				■
23.0	POTTERY				
23.0.1	Studying the works of local sculptors and potters.				■
23.0.2	Constructing vessels and forms using various techniques.				■
23.0.3	Using the computer CD and appropriate software to visit museums, art galleries and to research information.				■
23.0.4	Organizing visits to local museums and art galleries.				■

VISUAL ARTS
ATTAINMENT TARGETS
(PRIMARY LEVEL)

CLASS 1

CLASS 2

CLASS 3

CLASS 4

INTRODUCTION

The Visual Arts attainment targets are intended to outline a set of achievable goals which pupils should attain if they are provided with opportunities to:

- ❑ explore their environment, experiment and express their feelings through their involvement with materials, media and techniques;
- ❑ develop visual sensitivity to nature and the environment;
- ❑ develop an appreciation for art and artists, crafts and craftsmen through a study of the lives and work of selected Barbadian artists.
- ❑ develop imaginative thought and express their personal vision;
- ❑ develop an appreciation for aesthetic beauty in and the utilitarian value of works of art as well as of the natural environment.
- ❑ develop an awareness of the cultural heritage and identity of Barbadian and Caribbean visual arts.

CLASS 1

The pupil observes, discusses, writes, draws and paints fauna, flora and man-made objects seen in the environment, and manipulates a variety of materials to create works of art.

The pupil should be able to:

- ❑ observe and discuss patterns in nature and the environment;
- ❑ observe and create patterns and prints based on the elements of art as seen in nature;
- ❑ observe and express their views on the composition of a painting.

The pupil works individually and cooperatively with a variety of media, uses appropriate language to dramatize and communicate effectively.

The pupil should be able to:

- ❑ combine two or more letters, figures, and geometric or abstract shapes to create designs;
- ❑ manipulate various media to draw, paint, and create prints;
- ❑ manipulate various media to create aesthetically pleasing objects;
- ❑ explore the use and value of a variety of media to create works of art;
- ❑ work individually and cooperatively on projects with his or her peers. (at all levels)

The pupil expresses feelings and emotions and utilizes available technologies to construct learning experiences.

The pupil should be able to:

- ❑ identify colours in nature and everyday life;
- ❑ identify the primary and secondary colours and mix primary colours to produce secondary colours;
- ❑ express emotions through the use of line, colour and shape;
- ❑ show the development of eye and hand co-ordination skills and fine motor skills.

The pupil listens, dramatizes and uses appropriate language in discussing works of art. The student construct learning experiences using available technology.

The pupil should be able to:

- ❑ demonstrate imaginative skills and linguistic competency through dramatization with puppets and discussion on pupils' artwork;
- ❑ view and discuss works of art by Barbadian and other Caribbean artists using video, slides and CD-ROM;
- ❑ display the ability to tear, cut, fold and arrange paper to create works of art;
- ❑ use recycled materials to create aesthetically pleasing artwork.

CLASS 2

The pupil produces drawings and paintings from observation and on given themes using a variety of media and the natural environment as inspiration.

The pupil should be able to:

- ❑ create designs inspired by a study of their natural environment;
- ❑ produce sketches, drawings and paintings from the observation of objects and sceneries.

The pupil develops the competence to articulate negative and positive emotions.

The pupil should be able to:

- ❑ show an appreciation for other person's point of view and a positive attitude to their work;
- ❑ demonstrate control of materials and of self;
- ❑ develop an appreciation for local culture and indigenous artifacts.

The pupil analyses, illustrates, integrates and transfers learning experiences from one discipline to enhance the acquisition of knowledge and skills in other areas.

The pupil should be able to:

- ❑ use cutting, tearing, arranging and sticking techniques to produce a collage;
- ❑ demonstrate the effective use of monochromatic paintings;
- ❑ print with a variety of objects using primary and secondary colours;
- ❑ use drawings and paintings to illustrate poems, stories and subjects studied in other lessons;

- correlate and integrate the visual arts with work in other subject areas;
- work with a wide range of materials including recycled materials.

The pupil uses available technologies to enrich his/her experiences in and production of works of art.

The pupil should be able to:

- explore the use of available technology to create 2 and 3-D designs;
- make simple analyses, interpretations and judgements of works of art seen on video, slides and CD-ROM;
- use the open tools on the computer to produce illustrated text and integrate visual art with other subject areas;
- visit virtual museums and art galleries on the Internet.

CLASS 3

The pupil develops confidence and self-assurance through manipulating a variety of media to produce items of aesthetic and utilitarian value.

The pupil should be able to:

- use of a variety of media to produce table- mats, wall hangings and mobiles;
- illustrate themes and ideas from poems, stories, songs, class discussion etc. using a variety of media;
- use fabric and other found materials to create a collage on a given theme or a theme inspired by the environment;
- use found materials to create free- standing structures and junk sculpture;
- print with a variety of media using paints or ink;
- exhibit a beginner's understanding of still life drawing and nature drawing;
- show an understanding of the basic elements of poster design.

The pupil uses the Internet for research purposes, visits local as well as virtual art galleries and museums.

The pupil should be able to:

- research information through the use of the computer;
- use the Internet to explore the use of masks by masqueraders in other cultures;
- use the computer, CD-ROM and other appropriate software to visit virtual museums and art galleries.

The pupil dramatizes, recycles, creates and discusses his art work, that of his peers and local artists in oral and written form.

The pupil should be able to:

- ❑ create masks using materials appropriate to the theme and purpose of the masks;
- ❑ discuss and compare the use of masks in other cultures with their use locally;
- ❑ present oral and written appreciation of classmates' work and the work of local artist;
- ❑ use moulding materials such as clay to produce objects for utilitarian and aesthetic usage.

CLASS 4

The pupil shows an awareness of and the ability to represent objects in perspective both in drawing and painting. The student discusses in oral and written forms selected works of art, creates prints and patterns.

The pupil should be able to:

- ❑ show a beginners understanding of foreground and background in picture compositions;
- ❑ use a variety of media to produce drawings and paintings;
- ❑ create a colour wheel by mixing primary and secondary colours to produce tertiary colours;
- ❑ visit an exhibition and write a brief appreciation of one piece of work on display;
- ❑ work collaboratively on group projects and take responsibility for a particular component of the project;
- ❑ appreciate their own work and the work of others;
- ❑ create repeat prints/patterns using a variety of media to produce pictures;
- ❑ construct stencils from card and paper and create prints using the stencils.

The pupil uses a variety of media and techniques, produces 2D and 3D sculpture, masks and puppets. The student prepares scripts, use masks and puppets to present short dramatic presentations to reinforce concepts taught in other subject areas.

The pupil should be able to:

- ❑ create 2 and 3 dimensional designs on flat surfaces as well as standing via paper cutting and tearing;
- ❑ create puppets and masks with more detailed and dramatic effects;
- ❑ use the Internet to research data, visit virtual museums and art galleries;
- ❑ produce mosaics, collage, puppets, textiles, mobiles and murals using found or natural materials;
- ❑ use a printing and dyeing technique to design a small piece of paper or fabric.

**SYLLABUS FOR
CLASS 1 (7-8) AGE GROUP**

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
OBSERVATION	<p>To provide an opportunity for the discovery of the natural environment as an inspiration for drawing.</p> <p>To heighten sensitivity to line, shape, colour and texture in the environment.</p> <p>To develop observational skills.</p> <p>To encourage personal response to things seen.</p> <p>To integrate visual arts concepts with concepts in Mathematics, Science and Language Arts.</p>	<p>Nature walks to observe and record examples of line, colour, shape and texture in the environment</p> <p>Drawing objects, leaves, flowers and twigs from observation.</p> <p>Use selected materials to study patterns created in textiles.</p> <p>Observe and identify patterns in the classroom and the environment.</p> <p>Discuss how patterns are created using lines, colours, shapes and textures.</p> <p>Relate observations to Mathematical concepts such as lines, geometric shapes, and the use of colour in graphs, etc.</p> <p>Science – study of leaves such as venation, shape, colour and texture, etc.</p> <p>Drawing and painting of fauna and flora Oral and written description of fauna and flora found in the environment.</p>	<p>Continuous assessment. Display work for critical analysis. Self-evaluation, critical analysis and evaluation by peers.</p> <p>Observation, Assessing the drawings and sketches in sketchpads. Assess the contribution and participation in class discussion.</p> <p>Teacher evaluation of oral and written expression.</p>	<p>Sketchpads, pencils, crayons, paints, paint brushes, the natural environment.</p>

CLASS 1 (7-8) AGE GROUP

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>DESIGN AWARENESS</p>	<p>To explore the use of natural and man made objects in creating designs.</p> <p>To explore design possibilities using different types of materials.</p> <p>To discover the design possibilities that could emerge from the use of found materials.</p>	<p>Designs derived from rubbings using objects such as shells, seeds, wire, leaves and found objects etc.</p> <p>Creating designs inspired by patterns in nature and the environment.</p> <p>Paper tearing to create negative and positive shapes.</p> <p>Simple Tabby weave using strips of coloured, black and white paper and other suitable materials e.g. natural and man made fibres.</p> <p>Creating objects such as fans, boats and aeroplanes.</p> <p>Free use of the imagination to select a range of materials and create aesthetically pleasing freestanding objects.</p>	<p>Teacher and student assessment of creativity and originality. The demonstration of the appropriate use of colour, space, good design and effective use of materials.</p> <p>Peer assessment and critical analysis.</p> <p>Individual conferencing</p> <p>Observe and assess the creative use of a variety of materials.</p>	<p>Found objects such as shells, a seed, leaves, objects with distinct textural qualities.</p> <p>Assorted coloured construction paper, coloured magazine pages, leaf blades from the coconut palm, raffia etc.</p>

CLASS 1 (7-8) AGE GROUP

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>DESIGN AWARENESS - (PRINTING)</p>	<p>To enable students to use a variety of materials in printing.</p> <p>To strengthen eye and hand co-ordination and fine motor skills through manipulation of fingers, paper, objects etc.</p> <p>To develop students understanding of feelings and emotions.</p> <p>To provide practical experiences in organizing and arranging materials to express given themes and concepts.</p> <p>To use the open tools on the computer to create designs.</p>	<p>Collecting and sorting and testing found materials to determine their suitability for printing and absorbing colours to be used.</p> <p>Creating prints using the found materials. Experimenting with and arranging the prints produced to create designs.</p> <p>Create printing blocks. Use a block printing technique to create mono-prints that depict different moods.</p> <p>Repeat patterns using a combination of two or more prints. Over-lapping prints to create patterns and designs.</p> <p>Create computer-generated designs and use the same as inspiration for further development of designs.</p>	<p>By portfolio which shows the development of artwork on each topic studied.</p>	<p>Paints paint-bushes, newsprint, cord, corrugated card, wooden blocks, selected leaves, twigs and other found objects suitable for printing.</p>

CLASS 1 (7-8) AGE GROUP

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>PICTURE COMPOSITION</p>	<p>Develop self-esteem through listening and spontaneous expression. To develop listening skills.</p> <p>Develop positive self concepts</p> <p>To explore a variety of methods of depicting mood and character.</p> <p>To develop an appreciation for and inspiration from the work of accomplished artists.</p>	<p>Painting using different forms of music to evoke an emotional response.</p> <p>Expression of feeling and emotions through drawings and paintings of animals birds, people, etc. from stories and poems.</p> <p>Select students to act out different expressions of fear, anger, joy, surprise etc. while other students draw and paint the same.</p> <p>Picture composition based on views in the environment e.g. “My Village”, “In the Park”, “At the Beach” etc.</p> <p>Viewing and discussing the work of local and Caribbean artist. Creating works of art inspired by the study of their work.</p>	<p>Evaluate the ability to use lines rhythm, colour, and shape to interpret sound and create moods and feeling</p> <p>Show an understanding of colour and design</p> <p>Display work for critical analysis by students.</p> <p>Teacher evaluation, self-evaluation and critical analysis by peers.</p>	<p>Tape recorder, pre-recorded music, paints, brushes, crayons, an assortment of paper.</p> <p>Newsprint, cartridge-paper, sugar paper, plastic containers, paint, brushes</p>

CLASS 1 (7-8) AGE GROUP

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>CULTURAL AWARENESS</p>	<p>To develop an awareness of costume designing as an art form.</p> <p>To construct puppets of characters from Sesame Street, kadooment and animals.</p> <p>To sensitize students to uniformity and discipline</p> <p>To develop an awareness of the different forms of movement associated with different groups and music</p>	<p>View short clips of Kadooment bands. Discussion on what is a costume with reference to Kadooment bands and Sesame Street characters among others.</p> <p>Drawing facial features/ characteristics on small card boxes, paper bags, paper plates, etc.</p> <p>Stick puppets – drawing faces on card. Cutting and pasting of eyes, ears, hair, etc.</p> <p>Creating decorative paper bag puppets.</p> <p>Discussion on uniforms such as school, police band, postman, defense force and landship.</p> <p>Listen to the music of police band, landship and a military band. Discuss how music differs.</p> <p>Listen, interpret and respond to the music of different bands.</p> <p>Draw and paint to compose a picture of a band of student's choice.</p>	<p>Teacher evaluation of students' participation in class discussion.</p> <p>Shows creativity, originality and good design.</p>	<p>Television and VCR, Paper bags, paper plates, paints, brushes, crayons, markers, felt, assorted coloured paper, raffia, wool, small bomboo sticks, scissors, sequins, feathers, card and glue etc.</p> <p>Pictures</p> <p>Radio/Cassette recorder, TV and VCR, slides, recorded music played by the police and other military bands.</p>

CLASS 2 (8-9) AGE GROUP

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
OBSERVATION	<p>To discover the natural environment nature as a source of inspiration for drawing.</p> <p>To develop a sensitivity to and an awareness of the aesthetic beauty in the natural landscape and seascape.</p> <p>To capture and express in drawing and painting the concept of near and far, large and small objects.</p>	<p>Select, examine and draw objects with obvious linear qualities e.g. twigs, shells, leaves, flowers.</p> <p>Plant study – detailed study of potted plants, fruits and flowers.</p> <p>Observe and discuss the work of landscape artists – Wayne Branch, Neville Legall etc. View sceneries on video.</p> <p>Discuss the concepts of background, middle ground and foreground in landscape and seascape paintings.</p> <p>Recreate in pictorial form landscape scenes from the environment.</p> <p>Use identified Webster to explore, compare and discuss the works of landscape artists.</p>	<p>Shows the ability to capture a similar quality in a drawing to that of the object seen.</p> <p>Shows the ability to observe and recreate in pictorial form scenes from the environment.</p> <p>Self Assessment Peer Assessment Teacher Assessment Display and discuss</p>	<p>Paper, pencils, markers crayons.</p> <p>Paper, pencils, crayons, markers, paints, brushes, computer assorted CDs, internet sources, VCR, television</p>

CLASS 2 (8-9) AGE GROUP

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
OBSERVATION	<p>Develop an appreciation for the expressive quality of line, colour, shape and texture</p> <p>Develop the competence to articulate negative and positive emotions.</p> <p>To develop observational skills and the ability to pay attention to details.</p>	<p>Creating abstract drawings and paintings inspired by lines, colours, shapes and textures seen in the environment.</p> <p>Creating a drawings and paintings based on discussions arising out of human relationships. Eg. “Love for your fellowman,” “Care for the elderly” etc.</p> <p>Drawing and painting of portraits to express various moods modeled by classmates – e.g. anger, happiness, fear, sadness etc.</p> <p>Discussion on portraiture. Viewing portraits done by local artists.</p> <p>Drawing and painting portraits of classmates.</p>	<p>Demonstrate the ability to discuss observed emotions</p> <p>Demonstrate the ability to work co-operatively with peers.</p> <p>Demonstrates an awareness of the effective use of lines, shading, tone and texture.</p> <p>Shows some observation and representation of details.</p>	<p>Pens, pencils, crayons, paints, paint brushes, improvised drawing, implements, inks, dyes and a variety of different types of drawing paper.</p>

CLASS 2 (8-9) AGE GROUP

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
DESIGN AWARENESS	<p>To explore a variety of methods of making patterns.</p> <p>To utilize various objects found in the environment to create designs.</p> <p>To enable students to: Discover new shapes and patterns created through overlapping lines.</p> <p>To develop an awareness of designs in nature, clothing, architecture and Common objects in the immediate environment.</p>	<p>Create decorative patterns using natural and man-made objects found in the environment by:</p> <p>(i) Textural rubbings (ii) Print making</p> <p>Making patterns using letters and figures. Contour drawing of student's hand. Select elements of art to fill the shapes.</p> <p>Select, display and discuss designs in a variety of off-cuts of fabric.</p> <p>Viewing and discussing selected architectural designs on slides, video and in photographs.</p> <p>Creating architectural designs from observation and imagination.</p> <p>Creating designs suitable for fabric to be used for specified purposes.</p>	<p>Ability to select and manipulate materials effectively to create patterns.</p> <p>Shows the ability to organize shape colour and texture to create patterns.</p> <p>Demonstrate the ability to use critical thinking skills to solve problems.</p>	<p>Found objects such as styrofoam, screws, sponge, corrugated card, rope, wooden blocks, clothes pins, twigs, leaves, vegetables, ball bush, okra stems, leaves, etc. wax crayons, paint brushes scissors, etc. Offcuts of fabric samples of gift-wrap paper etc. Cold water dyes, clothespins and paper clips.</p>

CLASS 2 (8-9) AGE GROUP

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
DESIGN AWARENESS	<p>To create stencils from paper and bristol board.</p> <p>To use stencils to create printed designs.</p> <p>To develop the ability to create stencils for printing.</p> <p>To utilize prints in the design making process.</p> <p>To cut geometric shapes to create designs.</p> <p>To develop manipulative skills.</p>	<p>Discussion on various ways of folding, tearing and cutting paper, for printmaking to produce designs and patterns.</p> <p>Cutting shapes and arranging them to create patterns.</p> <p>Printing using prepared stencils.</p> <p>Use stenciling to produce prints in black and white.</p> <p>Cutting geometric shapes and arranging them to create patterns.</p> <p>Manipulate given materials to produce 2D and 3D works of art.</p>	<p>Shows an appreciation for the aesthetic qualities of the art work.</p> <p>Observing the use of shapes, patterns and texture to achieve certain designs</p> <p>Display and critique works of art for the effective use of open tools.</p>	<p>Bristol board assorted construction paper, glue, kite paper and cord.</p> <p>Vegetables, discarded materials, wood block, styrofoam, corrugated card, cord, off cuts of wood, discarded materials, card, paper, scissors, sponge and paint</p>

CLASS 2 (8-9) AGE GROUP

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>DESIGN AWARENESS</p>	<p>To use computer open tools to create greeting cards.</p> <p>To develop an interest in kite making and to encourage creativity and originality.</p> <p>To introduce children to the art of weaving to develop pattern making abilities as well as cutting and motor abilities.</p>	<p>Integration of graphics and text to create greeting cards.</p> <p>Use computer open tools to generate two and three-dimensional designs.</p> <p>Designing and making kites</p> <p>Weaving on paper plates, shoeboxes to create various designs using natural or synthetic materials e.g. wool, raffia, vines, etc.</p>	<p>Show selectivity and ability to utilize natural resources.</p> <p>The ability to create designs by varying the warp and weft.</p>	<p>Computers CD- ROM</p> <p>Glue, kite paper and cord, scissors.</p> <p>Natural and man-made fibres</p>

CLASS 2 (8-9) AGE GROUP

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
PICTURE COMPOSITION	<p>To develop colour mixing techniques using the primary colours</p> <p>To develop a thematic approach to picture making.</p> <p>To develop imaginative thought, critical thinking and problem solving skills.</p>	<p>Monochromatic painting. Painting using only the primary colours to produce a composition.</p> <p>Produce paintings on given themes using both primary and secondary colours.</p> <p>Discussion on warm colours, cool colours and the effective use of the same. Paint a picture using warm and cool colours.</p> <p>Mix a primary and a secondary colour to produce tertiary colours.</p> <p>Discussion on themes for picture composition in order to generate ideas.</p> <p>Creating pictures on the themes discussed e.g. "The Birthday Party" "Waiting for the Bus" "My Neighbourhood"</p> <p>Combine printmaking and picture composition to create works of art.</p> <p>Creating picture compositions.</p>	<p>Demonstrate the ability to produce secondary and tertiary colours</p> <p>Show the use of imaginative and creative thought in Picture Composition.</p> <p>Teacher Evaluation Peer Assessment Portfolios</p> <p>Demonstrate an ability to work collaboratively with peers.</p>	<p>Brushes, paints, palettes, markers, crayons, cartridge paper, sugar paper, newsprint, plastic containers</p> <p>Computers – CD ROM with graphic programmes</p>

CLASS TWO (2) 8-9 AGE GROUP

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
PICTURE COMPOSITION	<p>To show respect and appreciation for the work of others.</p> <p>Develop an appreciation for and on awareness of lines that create expression.</p>	<p>Art appreciation – study and discuss the work of peers and Barbadian artists through visits from artists, visits to galleries, exhibitions and the museum.</p> <p>Use the internet and CD ROM to visit virtual museums and art galleries.</p> <p>Correlating line, colour & rhythm by creating over-lapping shapes, drawings of students’ hands and facial characteristics and prints. Http://education.crayola.com/lessons/</p> <p>Observation and discussion of cartoon characters seen on television, newspapers and books and of students in the classroom. Encourage pupils’ verbal expression and dramatization of emotions evoked by these experiences.</p> <p>Use lines to express feelings through Portraits – Self and others.</p>	<p>Teacher evaluation Self evaluation Critical analysis by peers Shows the ability to use lines to create movement, rhythm, shapes and patterns Demonstrate the use of various lines e.g. thin, thick, curved, straight etc.</p> <p>Creates lines to show different moods and feelings e.g. happy, sad.</p>	<p>Resource persons who are knowledgeable about works and styles of Barbadian artists – Wayne Branch, Arlette St.Hill, Ras Akyem</p> <p>Computer, CD Rom, VCR and Television</p> <p>Pencils, markers, pen, ink coloured chalk, crayons, paint, wet paper, dry paper newsprint</p> <p>T.V. newspaper, magazines</p> <p>Paper, paints</p>

CLASS 2 (8-9) AGE GROUP

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
CULTURAL AWARENESS	<p>To develop a knowledge of mask making.</p> <p>Develop the skills of cutting, tearing, sticking, arranging and designing.</p> <p>To encourage creativity, develop mental ability and problem solving skills.</p> <p>Create toys from recycled materials.</p> <p>Co-operate with peers in group work projects.</p>	<p>Arranging the facial characteristics of the masks correctly or in a exaggerated form such as caricatures</p> <p>Papier-mache. Application of different media to given surfaces e.g. papier-mache: applying strips to balloons etc.</p> <p>Making appropriate and suitable choices of materials and colours for the masks being created.</p> <p>Create masks using colourful designs.</p> <p>Creating animals from fabric.</p> <p>Creating toys from small pep bottles.</p> <p>Working in groups to research.</p> <p>Creating musical instruments using small can, jars and other containers.</p>	<p>Observes and discusses the different shapes and sizes of faces.</p> <p>Shows creative use of materials.</p> <p>Shows creativity and originality in the use of materials and tools.</p> <p>Creatively explores and experiments with tools and materials.</p> <p>Shows improvement in craftsmanship.</p>	<p>Newspaper, card, glue, paste, brushes, containers of various sizes, foil, leaves, seeds, paper plates, markers – large/small, ink, felt, wool, tempera paints, off-cuts of fabric, coloured paper, punch, stapler, scissors, sequins, beads, Large/small pep bottles, dowels, crayons, bottle caps, cotton wool, sisal, ribbon, old magazines.</p>

CLASS 3 (9-10) AGE GROUP

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
OBSERVATION	<p>Discover the natural environment as a source of inspiration for works of art.</p> <p>To develop observational skills.</p> <p>To provide a time for the drawing of natural objects, to develop an understanding of design in nature.</p> <p>To provide students with a knowledge of the work of local artists.</p>	<p>Identifying patterns in fauna and flora in the environment.</p> <p>Contour drawing of single objects found within the natural environment e.g. leaf, plant, tree, etc. Contour line drawing and painting to create figures, shapes and objects.</p> <p>Observe and discuss the art of prominent “still-life” artists: Arthur Atkinson Virgil Broodhagen</p> <p>Still-life drawing. (Collect a variety of plants, branches, vegetables, fruits etc. and arrange them in a still life set up).</p>	<p>Observing the use of lines to create patterns, movement, rhythm, pattern and shape</p> <p>Shows an awareness of art concepts such as line, value, shape design, composition, still life and landscape</p>	<p>Crayons Markers Pencils Charcoal Paints Pictures and drawings</p>

CLASS 3 (9-10) AGE GROUP

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
DESIGN AWARENESS	<p>To develop in students a sense of rhythm through repetition of a pattern</p> <p>To encourage the creative use of natural materials found in the environment.</p> <p>To create prints using different block printing methods.</p> <p>To expose students to creating design on paper using various tie-dye techniques</p> <p>To create a design on paper through printing on paper</p>	<p>Building up a woodblock for printing using string and craft sticks.</p> <p>Block printing to create repeat patterns letting colours overlap using found materials suitable for printing to create repeat designs.</p> <p>Printing using sequential and overlapping techniques.</p> <p>Tie and Dye (Paper folding) An introduction to tie dye and the various Techniques associated with the tie-dye process e.g. circles, marbling, trial and error techniques, etc.</p> <p>Printing on paper using one of the processes described above or a combination</p> <p>Discussion on the use of colour and design</p>	<p>Demonstrates an ability to repeat a print accurately</p> <p>Shows appropriate use of colour and pressure in printmaking.</p> <p>Shows ability to create an individual design</p>	<p>Off-cuts of wood, blocks, string, scissors brushes, paints, cut vegetables plant stems bottle caps leaves</p> <p>Quilted paper towels, string dyes (containers to hold dye) scissors Clothes pins</p>

CLASS 3 (9-10) AGE GROUP

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
PICTURE COMPOSITION	<p>To show respect and appreciation for other people's work</p> <p>To understand colour; its use in art and everyday life.</p> <p>To develop imaginative thought.</p>	<p>Art appreciation – study and discuss the work of peers and Barbadian artists through visits from resource persons eg. Stanley Greaves, Ellon Lewis and Miriam Roach. Visits to galleries exhibitions and Museums.</p> <p>Use the Internet and CD-ROM to view and discuss the work of local artists.</p> <p>Drawing and painting scenes from stories, compositions and to depict ideas/themes which evolve from other subject areas.</p>	<p>Analyse how artist uses colour in artwork</p> <p>Show ability to access information from the World Wide Web.</p> <p>Shows the use of imaginative and creative thinking.</p> <p>Shows the ability to solve problems.</p>	<p>Literature on Barbadian artists, local artist as resource persons, VCR and TV, slides and projector.</p> <p>Computers with internet service.</p> <p>Paints, brushes, junior art paper, crayons, markers, pastels and fixative.</p>

CLASS 3 (9-10) AGE GROUP

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
PICTURE COMPOSITION	<p>To develop an awareness of foreground and background in drawing sceneries and picture compositions</p> <p>Use different colours to create different moods.</p> <p>Capture the feeling or mood found in a simple contour drawing.</p>	<p>Picture composition – “Fields and Hills” “Sitting in the Stadium”</p> <p>Drawing a landscape or seascape</p> <p>Present students with pictures of various mood paintings. Discussing feelings evoked by colours e.g. red – danger/anger.</p> <p>Creating a painting that expresses feelings/moods without actually depicting a realistic work.</p> <p>Colour mixing-using the primary, secondary and tertiary colours.</p> <p>Painting portraits of self, classmates and family members.</p> <p>Applying colours to suggest character/personality/moods of persons depicted.</p> <p>Painting interpretations of student’s home environment.</p> <p>Picture composition on a given topic or theme.</p>	<p>Shows a sensitive awareness of line, pattern, design, space in landscape</p> <p>Uses imaginative thoughts in expressing ideas.</p> <p>Creates lines to show different moods and feelings.</p> <p>Creatively explores and experiments with paints.</p>	<p>Paint Paper Brushes Markers Crayons plastic containers</p> <p>Pens, pencils, chalks and markers</p>

CLASS 3 (9-10) AGE GROUP

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WEAVING	<p>To use a weaving technique and create designs by vary the warp and weft.</p> <p>To utilize natural and manmade fibres in create wall hangings.</p> <p>To recycle and utilize discarded materials in a creative way to produce objects of utilitarian value.</p> <p>To use natural fibres to create decorative objects with utilitarian value.</p>	<p>Weaving using assorted coloured construction paper, bristol board and manmade fibres. Varying the warp and the weft to create patterns.</p> <p>Use a weaving technique and a variety of natural and manmade materials creatively to produce wall hangings.</p> <p>Use old newspapers and a weaving technique to design and produce waste paper baskets. Decorate the waste paper baskets using paint or any other suitable materials.</p> <p>Use natural fibres to create fans, place mate etc. Use suitable manmade fibres to decorate the product.</p>	<p>Observation Individual conferencing Shows the ability to use a weaving technique to produce a completed piece of work.</p> <p>Completes a product that shows creative thinking and good design.</p>	<p>Bristol board Coloured construction paper, round-tip scissors glue, raffia, strips of coloured fabric, and other manmade fibres, paints and brushes</p>

CLASS 3 (9-10) AGE GROUP

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>CULTURAL AWARENESS</p>	<p>To develop a knowledge of mask making.</p> <p>To develop imaginative skills through dramatization.</p> <p>To provide opportunities for language development, dialogue and dramatization.</p> <p>Produce puppets made from fabric.</p> <p>Create an awareness of the different shapes, sizes and promotion of the face – human and animal.</p>	<p>Creating masks from different types of fabric, sequins, lace, hair, natural and manmade materials.</p> <p>Use masks to dramatize and reinforce concepts taught in other lessons such as Social Studies, values education and Health Education.</p> <p>Discussion on the different masks worn at different festivals both local and international. Kadooment, carnival and Halloween.</p> <p>Use of felt, sponge, buttons, beads, sticking eyes etc. on felt and socks to create puppets.</p> <p>Group work, constructing, giant size box heads puppets with special emphasis on facial characteristics.</p> <p>Visit the Web Site: http://www.puppet.org/</p>	<p>Practices making decisions from opinions and independent judgements</p> <p>Relates art learning to other learning areas.</p> <p>Ability to embrace various cultures. Shows the ability to respond freely and uses dramatic skills.</p> <p>Demonstrates the ability to analyze and discuss own works.</p> <p>Shows ability to work collaboratively with peers.</p>	<p>Construction paper, old newspapers, fabric, string, lace, glue, brushes, lace felt, cardboard, scissors, paint brushes, glue</p> <p>Beads, buttons, card, socks, glue, etc.</p> <p>Large card boxes, paper – (assorted colours) scissors, masking tape, cylinders, paper towel rolls.</p>

CLASS 4 (10-11) AGE GROUP

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
OBSERVATION	To develop children's visual skills	Viewing and discussing architecture and objects with linear qualities. Drawing scenes with telephone poles and lines, fences and palm trees	Shows an ability to observe and identify and draw objects with linear qualities.	Slides/films, students work, visit to gallery
	To explore the different ways of creating a portrait.	Drawing a human face from the front view or in profile.	Demonstrates the ability to use different method of drawing	Pencils, pen and ink, charcoal in pencil form, sugar paper, newsprint, bond paper, junior art paper
	To develop portraits of the human body in relation to personal interpretation.	Drawing the human figure from a model in various positions e.g. standing, sitting, etc.	Peer assessment Teacher evaluation	
		Drawing outdoor scenes, e.g. trees, bushes, animals grazing, landscapes, seascapes etc.	Shows an awareness of the elements of art in depicting natural objects	
To develop an understanding of drawing natural objects.	Still life drawings of plants, branches, flowers etc.			

CLASS 4 (10-11) AGE GROUP

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
DESIGN AWARENESS	<p>To gain experience from experimenting with various tie dye techniques</p> <p>To study work done by local artists and craftsmen in Barbados</p> <p>To explore stenciling as a printing technique</p>	<p>Use of techniques such as concentric circles, marbling, trial and error techniques etc.</p> <p>Students will be required to produce a tie-dye booklet, illustrating the different tie-dye techniques</p> <p>Art appreciation- study and discuss the work of any textile artist in Barbados.</p> <p>Draw and cut a stencil for printing using one or a combination of any printing techniques e.g. stenciling, block printing or found objects etc.</p>	<p>Shows an ability to create an individual design.</p> <p>Demonstrate a knowledge of the techniques used in dyeing</p> <p>Demonstrates an appreciation and understanding of the work of others.</p> <p>Demonstrates an understanding of the use of texture and its effectiveness in creating prints</p>	<p>Dyes, cord, salt, soda, fabric, etc.</p> <p>Samples of completed work; Text Books</p> <p>Text with information about Barbadian Artists</p> <p>Card, paper, acetate, vegetables, discarded materials, woodblock, styrofoam, corrugated card, cord, off cuts of wood, discarded materials</p>

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DESIGN AWARENESS	<p>To provide the opportunity for discovering the fundamentals of poster making – colour, pasting and direction</p> <p>Encourage creativity in combining graphics and text in designing posters.</p>	<p>Observation of selective posters</p> <p>Discussion on ads seen on TV in respect of -</p> <ol style="list-style-type: none"> i. Design and layout ii. Lettering iii. Use of colour iv. Message <p>Creating poster by implementing the principles learnt.</p>	<p>Show an appreciation and understanding of the fundamentals of poster making</p> <p>Demonstrate an understanding of the basics of poster making through the designing of posters.</p>	<p>Posters, TV, VCR, Tapes</p> <p>Letter stencils, paints, markers, crayons, glue.</p>

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PICTURE COMPOSITION	To further develop observational skills and the ability to pay attention to details.	Still life drawing of objects such as flowers, twigs and man-made objects.	Demonstrates the ability to draw from sight.	Charcoal, ink, pencil paper
	To demonstrate the ability to work from a given theme emphasizing the different plains.	Create from a given theme e.g. the cricket match emphasis on the activities in the back, middle and foreground.	Shows an understanding of spatial relationships	Paints, drawing paper, brushes, water containers,
	To help students discover how to lighten or darken a colour using anyone of the primary colours with black and white.	Discussion on how paints are mixed to arrive at tint and tones. Use knowledge and skills acquired in creating landscapes and seascapes.	Shows an understanding of the use of colour to produce tints and tones. Portfolio Peer assessment	paint palettes, newspaper, sponges and cloth.
	To encourage students to experiment with colours and painting techniques.	Painting a mural on paper or card using a variety of colours and techniques acquired through experimentation.	Demonstrates the ability and willingness to explore new ideas	

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CULTURAL AWARENESS	To create a cast of family and fantasy characters to promote originality	Constructing puppets for group work, creating walking puppets, felt puppets and card puppets.	Demonstrate creative and mental development	Felt, large needles, card, crayons, markers, paint, glue, cardboard, boxes, discarded materials
	To integrate various subject areas for a puppetry production	Topics related to Social Studies, Religious Education, e.g. “My Neighbourhood”, “Feeding the Five Thousand’.	Transfer learning from other learning areas	
	To depict various aspects of our culture, through the medium of puppetry	Script writing producing appropriate scripts to make puppet presentations that reinforce good values and acceptable codes of conduct. Script writing identify group leaders, directors and actors.	Ability to express thoughts clearly both orally and in writing	Pencils, pens, note pad Access to Internet Assorted construction paper, scissors (round tip), found materials
	To allow students to explore the use of mask from various cultures	Class discussion on a variety of masks used in other countries	Research information concerning various cultures	such as seeds, beads, buttons feathers, cord, wool, coconut mid-ribs, ribbon, braid, cloth and sequins
	To develop peer leading and cooperative learning skills	Create more advanced and unique mask Working individually and co-operatively on a given or selected topic.	Ability to use information gained creatively Ability to pursue individual research and thoughtful reading.	

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ASSEMBLAGE	<p>To provide students with the basic knowledge of jewelry making.</p> <p>To develop an understanding of the concept of space and balance</p> <p>To develop an understanding of the three concepts of 3 dimension</p>	<p>Making earrings, chains, bracelets</p> <p>Creating free standing compositions Miniature furniture – objects based on fauna flora architectural designs</p> <p>Building bridges, robots, space crafts alien creatures</p> <p>Furniture from match boxes paper and paper cup. Doll house</p>	<p>Shows creativity, skill and craftsmanship</p> <p>Ability to create 2D and 3D forms with utilitarian or aesthetic value.</p> <p>Ability to manipulate materials to produce a finished product.</p>	<p>Seeds, beads, fishing line, hooks, etc.</p> <p>A variety of boxes, sponge, styrofoam, wool, felt, seeds, socks, stockings, spools, pep bottles, off cut of wood and fabric, newspaper, magazine pages, cord, sisal, straw, shredded paper, card, coloured paper, glue, bottle caps.</p>

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ASSEMBLAGE	To promote an awareness of toy design throughout the world	<p>Use the Internet to access information about dolls, toys and toy making across the world.</p> <p>Select a toy and create the same.</p> <p>Create toys indigenous to Barbadian culture.</p> <p>Make a list of dolls and toys that are unique in particular countries.</p> <p>Identify and reproduce a toy found in Africa, South America or Japan.</p>	<p>Uses a wide range of ideas and experiences.</p> <p>The ability to access information from the World Wide Web.</p> <p>Show ability to utilize information gained.</p> <p>The ability to reproduce a product based on researched information.</p>	<p>Wood, card and discarded materials</p> <p>Computer with internet access</p> <p>Computer print out of images</p>

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WEAVING	To develop in students an appreciation for local basket weavers.	Visit to “Roots And Grasses,” at Pelican. Observe Ireka Jelani at work. Discuss the variety of fibres and weaving techniques used. Introduction to the basic materials and equipment needed to produce a rattan or cane lily item.	Ability to interact and gain knowledge from a basket weaver.	Finish works natural materials, craft person
	To develop the art of weaving using a variety of materials.	Construct waste-paper baskets by rolling, folding and weaving sheets of news-print. Decorate by painting, additive or subtractive method. Making a simple place-mat from rattan or cane lily	Ability to explore the use of various materials for weaving.	Rattan, cane lilly, cabbage palm etc. Mews-print, scissors, paints, brushes etc.
POTTERY	To develop an appreciation for local potters/sculptors in the island.	Making a simple basket from rattan or cane lily	Ability to discuss techniques used by local artists.	Artist, artwork, text, computer internet
	To understand various pottery techniques	Introduction to Barbadian pottery and sculptors – e.g. Courtney Devonish, Karl Broodhagan Making various pots e.g. pinched and coiled pots, soft and hard slab constructions.	The production of pinch pots and slab construction	Clay, tools, cloth, plastic bags etc.

