

# *Drawing Curriculum*

**VI – VIII**

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**Government of Sindh  
School Education Literacy Department  
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## *SECTION 1: INTRODUCTION*

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### **PREFACE**

The Art of simple creative activities is one of the building blocks of child development. Learning to create and appreciate visual aesthetics that may be more important than ever to the development of the next generation of children as they grow up.

Drawing is inherent to humanity due to an essential need to communicate, which is their primary function. The technical drawing is a means of expression and communication necessary for developing processes of scientific investigation, technological projects, or scientific intervention to create an industrial or artistic product. Its principal function consists of formalizing or visualizing what is being designed or discovered, providing the first concretion of possible solutions to the final stage of development. Results are presented in definitive plans.

Drawing is a compulsory language for students who want to communicate technically at any level and want to convert their work into a creating activity. It contributes effectively to sharing ideas at any stage of their development; in the sketch phase, Drawing is an ideal instrument to develop through the confrontation of opinions, school projects, or design proposals. It also helps students toward imagination and expresses their thinking in visual form.

Drawing and Art education is a crucial cultural and social need/obligation for the betterment of society and individuals and recognizing that artistic expression is fundamental to humanity.

Art of Drawing, Painting, and its understanding helps build and preserve a cultural asset. It invokes imagination; drawing skills reinforce observation skills, helps to develop geometrical and analytical abilities, and develops and polishes aesthetic sense and appreciation of beauty and art.

Skills of drawing and painting enhance the understanding of the process of reproducing vocations in crafts, science, engineering, medical, Media, Textiles, film fashion, and all Disciplines of academics.

The curricula Drawing is prepared to address the gaps between available options and align with the caterer's age factor. It has been observed that Arts education strengthens problem-solving and critical-thinking skills.

For better outreach, this curriculum document will be translated into Sindhi and Urdu and Sindh.

### **1.1 Statement of Philosophy**

Arts education is an integral part of human development in society. Since the beginning of learning, Plato has emphasized the arts' importance in the education process. Arts education refers to education in the disciplines of music, dance, theatre, and visual arts. Study in the arts is an integral part of our society. It supports enhancing the artistic capabilities of students.

Sufficient data exists to overwhelmingly support the belief that study and participation in the fine arts is a crucial component in improving learning throughout all academic areas. It is the impact of art that students' dropout has decreased. Students' attendance is increasing. Love for learning fosters. Student dignity, enhancing creativity, and producing citizenship for the workplace for tomorrow can be found documented in studies held in many varied settings, from school campuses to corporate, in Pakistan.

The arts enhance the process of learning. The systems they nourish, which include our integrated sensory, attentional, cognitive, emotional, and mechanical capacities, are, in fact, the driving forces behind all other learning

Art instruction helps children develop motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. The arts provide challenges for learners at all levels. Art education connects students with their culture as well as with the broader world.

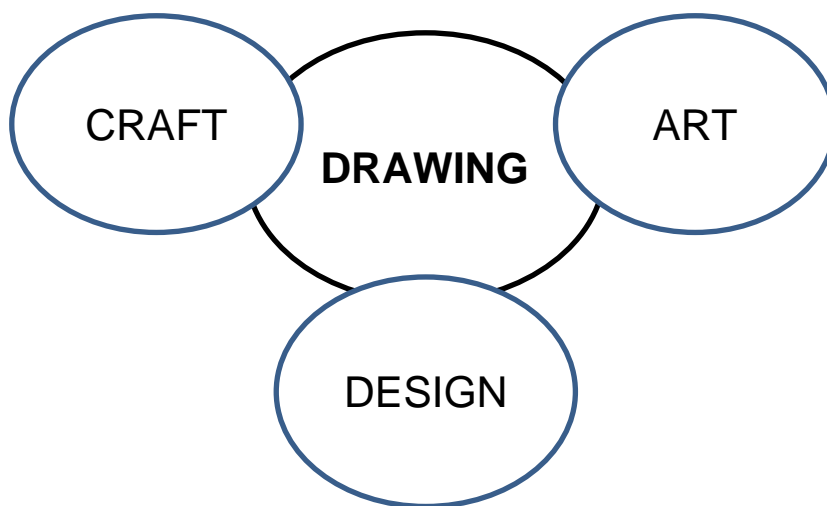
The Drawing curriculum has been designed for grades VI, VII, and VIII as an optional subject to translate their ideas into Visual form. It would allow them to read, make and critique drawings and use them to actualize their thoughts and feelings. At the middle level, the post-primary level, the level of skills has been kept simple but vital. The 'Drawing' option will lead pupils to paths of Drawing and Art in higher classes. It will prepare them to understand and select professions like Engineering, Craftsmanship, Visual Arts, and Product Design. For those students who are unable to continue their education, knowledge of this subject would provide them with a better chance to get absorbed in the craft industry and vocations related to and dependent on a sound understanding of the basics of Art, Drawing, Painting, Design, and craft. Moreover, the study of this subject would inculcate in students a sense of creativity and critical appreciation that can be beneficially utilized in their social contexts.

The philosophy of this curriculum is presented as students' learning comes. It is consolidated through observation and practice. Therefore, re-iteration of tasks with gradual complexity at different levels is indicated. It is a sustainable way of acquiring the skill and polishing one's natural talent using traditional and modern tools.

According to its purpose, visual language has been developed along two distinct lines: (i) Artistic drawing, which expresses aesthetic, intellectual, or other abstract ideas. (ii) Technical drawing is used to represent the design of objects to be built or constructed. It is a kind of instruction for the craftsman; therefore, it must be precise, clear, and comprehensive.

Drawing is visual language or a form of visual art with its own rules, procedures, and methods; **an** artist or student uses instruments to mark paper or another two-dimensional surface. Drawing is the essential part of education that enhances creative abilities and supports exploring and thinking, experimenting, and trying new ideas. Creativity has a chance to blossom,” an artist or designer makes in portraying a subject helps kids understand the concept that what they see may be someone’s interpretation of reality.

**Diagram 1.**



There are three domains Art, Craft, and Design; all these are directly connected with Drawing, and the basic concept of Drawing is to create Art and develop the craft through practice and assembling the Design.

Care is taken that at the middle level, only the basics common to all the three domains, namely: Drawing, Art, and Design, are taken up, and a sound base in these is prepared for the future of those students who wish to continue studying Art and Drawing. It will also help understand figures, drawings, and sketches provided in their other related subject areas of textbooks and facilitate their drawing assignments. Moreover, as this sound base has commercial potential, it would also encourage those students who cannot continue their studies to have a better chance of getting absorbed in the relevant job market. It will help develop an awareness that art and design are all around us and are deeply embedded in our daily lives, manifesting themselves in Nature, surroundings, and in every manufactured product. This awareness would help establish a relationship between the students and the environment, natural or manufactured. Studying this subject would also encourage them to express the relationship and connection between their intellect and emotions. Furthermore, they would develop a sense of proportion, composing, sketching, rendering skills, and the ability to observe, analyze, discuss, critique, appreciate, and manage tasks in allocated time slots.

Drawing is the fundamental component for creating art, developing craft production, and supporting assemblies of the design in creative arts.

There are three stages of student learning;

**Stage-1, Class Six.** Skill development is essential and understanding Elements of Art, and their usage through the Principles of Art is necessary.

**Stage-2, Class Seven,** understanding free hand drawing as well as *Still-life* compositions, landscape drawing, and colouring, Typography/script designing

**Stage-3, Class Eight;** Understanding of Composition, Alignments in art forms, Figure Drawing, Tile Designing by using Geometry as well as modern tools such as Auto Cade and Illustrator (computer base Learning)

## **1.2 Overview of the Drawing Curriculum Framework**

This curriculum framework draws on the knowledge that Drawing, Painting, Design, and Craft is a Visual language that is universally understood. Just as a language used for expression, communication, and instruction, a drawing is a Drawing, Painting, Design, and Craft representation of reality or an idea.

This curriculum focuses on Drawing, its use, and its purpose with sufficient merger with Art and partial emphasis on Design and Craft.

### **Curricula framework drafts the Design framework**

Drawing is universally understood as a visual language that verbal language is used to communicate social science, Medical, Arts, Engineering, and Information Technology.

Following six domains have been identified in this curriculum; the last three have an overarching role over the first three domains and on the personality development of students:

- **Essentials of Drawing**
- **Supplement to Drawing**
- **Application of Drawing**
- **Observation and Actualization**
- **Communication and Exhibition**
- **Time Management Skills**

The primary skills required in a domain are first introduced, explained, and reinforced through practical activities. The activities will be incorporated at each grade level, 6, 7, and 8, in a spiral progression catering to students' progressive cognitive development, ultimately culminating in the higher-order abilities of reasoning, problem-solving, critical thinking analysis, collaboration, and creativity.



**Drawing subject will allow students to acquire the following capacities:**

1. Value the possibilities of technical drawing as an instrument for investigation, understanding the universality of the objective language in the transmission and comprehension of information.
2. Develop the capacities which enable them to express with precision and objectivity the visual solutions.
3. Understand the fundamentals of technical drawing to apply them to the reading and interpretation of basic designs and artistic products and to elaborate reasoned solutions for geometrical problems both in the plane and in space.
4. Understand normalization as the ideal conventionalism to simplify production and communication, giving it a universal character.
5. Integrate the activities of technical drawing in a cultural field where the relevance of aesthetic aspects is present, such as art, architectonic design, or industrial design
6. Understand and represent shapes.
7. Understand that the diversity of malleable techniques improves the conventional conception of technical drawing.
8. Integrate the knowledge given by technical drawing into investigation processes, including scientific, artistic, or technological.
9. Encourage method and reasoning in drawing as a means of transmission of scientific-technical ideas.
10. Develop skills that allow expressing visual solutions with precision, clarity, and objectivity.
11. Use the specific technical drawing instruments skillfully, value the correct finishing of the picture, and the improvements that diverse graphical techniques can introduce in representation.
12. Develop the skill to create sketches, to attain speed and precision in Visual expression.
13. Relate space to plane, understanding the need to interpret the volume in the plane through the systems of representation.

The essential competencies must be reached by students at the end of their compulsory education, aiming to achieve their fulfillment and to be able to develop the skill of constant learning. These concepts are taken into account for developing this syllabus, basing the teaching methodologies in the significant learning, encouraging teamwork, and completing activities related to reality, and education in

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## *Section 2: Domains, Standards, Benchmarks, and Student Learning Outcomes*

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**Domain:** A Key Learning Area.

**Standards:** These define the domain by specifying broadly the knowledge, skills, and attitudes that students will acquire, should know, and be able to do in a particular key learning area during the middle school developmental level; grades 6,7, and 8.

**Benchmarks:** The benchmarks further elaborate the standards, indicating what the students will accomplish at the end of each developmental level to meet the standard. In this curriculum document, criteria for each middle school developmental level grade, grades 6, 7, and 8, have been given. The reason being that Drawing is offered as one of the primary options among many subjects only at the middle school developmental level, that is, grades 6, 7, and 8; and is not offered in the next developmental level, that is, grades 9 and 10. The clarity and understanding for teachers, assessors, and textbook writers provide at a glance at each grade, the continuum of the learning process of knowledge, skills, and attitudes relevant to the subject of Drawing, e.g., benchmarks for grade 6 define what the students will be able to do by the end of grade 6 and so on.

**Student Learning Outcomes (SLOs):** These are built on the descriptions of the **benchmarks** and describe how students will accomplish the benchmark to meet the standard at the end of grades 6, 7, and 8.

Most student learning outcomes progress and develop across grades 6, 7, and 8, where each skill is revised and reinforced. It is important to remember that learning outcomes in drawing subjects cannot be evaluated in standard marking as well, as students cannot be given marks in numbers, but there should be created groups according to their performance on an activity basis are as follows;

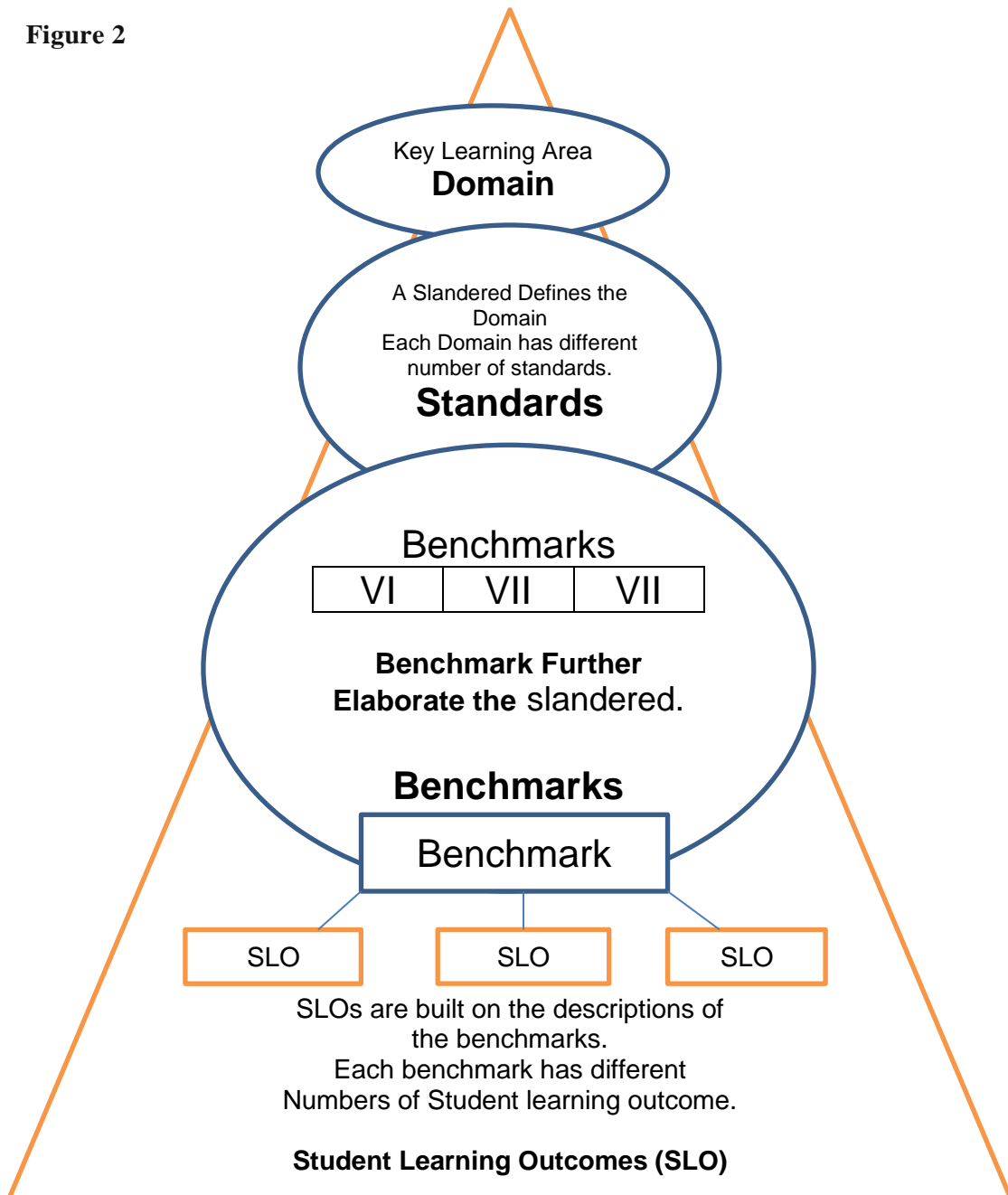
- Distinction works
- Honours works
- Pass works.

The student learning outcomes might not be testable in the examinations, but considering their importance, these have been incorporated and tested during formative assessment in the classroom.

The learning outcomes of the Drawing key learning areas contribute significantly to lifelong learning and acquisition of drawing skills. The aim is to help students achieve these

Students' Learning Outcomes are achieved through observation, extended engagement, interaction with Nature and surroundings, and by developing their faculties of observation, critique', verbal and graphic communication, and the ability to use task time management. All the elements in each standard are introduced, focused, revisited, revised, and reinforced to attain a spiral build-up.

**Figure 2**



## **2.1: Domains in Drawing**

For key learning areas, six domains with ten standards have been identified in this curriculum.

### **D 1: Essentials of Drawing**

S1 Materials and Tools (Line work Practice)

Elements of Art

S2 “Skill development through objective drawing” Free hand Sketching

S3 Plane and Solid Geometry

### **D 2: Supplement to Drawing**

S1 Principles of Composition Understanding the Principles of Art.

S2 Rendering Techniques

### **D 3: Application of Drawing**

S1 Understanding the dimensions and proportions in Art, Craft, and Design

### **D 4: Observation and Actualization**

S1 Accuracy and creativity in Drawing

### **D 5: Communication and Exhibition**

S1 Art vocabulary and verbal communication (understanding of simple Art Terms)

S2 Exhibition procedures and skills

### **D 6: Time-Management Skills**

S1 Task Time Management

The order in which the standards are listed does not indicate the relative importance of the bar. All are equally important.

## **2.2: Rationale for Domains and Standards**

### **D 1: Essentials of Drawing**

S1 Materials and Tools (Line work Practice using Elements of Art

S2 “Skill development through objective drawing” Free hand Sketching

S3 Plane and Solid Geometry

**Standard 1:****Materials and Tools (Line work Practice using Elements of Art**

All students will exhibit the required knowledge of practical using elements of art and safe use and application of materials, instruments, and tools related to Drawing, Art, and Craft.

This standard introduces students to Drawing materials, instruments, accessories, and aids used for drawings. Students must know the practical according to basic knowledge of Elements of Drawing and art, as well as they should have to know the safe use of materials and instruments. Materials are used as a base to draw on; instruments are devices to draw with and help to make drawing easy; accessories and aids help speed up the functions and remedies. In addition, a sense of responsibility must be instilled and promoted in students to learn and practice drawing by following proper procedures and using mediums such as pencil, paper, and rubber after acquiring appropriate knowledge about them. Students are cautioned that mishandling and misuse can damage them physically, financially, and environmentally.

**Standard 2:****(Skill development through objective drawing) Free hand Sketching**

All students will demonstrate requisite proficiency in freehand sketching using elements of Art.

Sketching is a way of taking notes of observations and is the foundation of every creative artwork and the base of any drawing, artistic or technical. Sketching skills must be developed and polished by following the correct procedures and using relevant vocabulary. This standard informs students that sketching is a means of putting their ideas and proposals on paper; it gives a tangible form to abstract thought. Sketching from Nature, surroundings, and local context enables students to hone their creative abilities.

**Standard 3:**

All students will apply technical drawing knowledge through traditional Geometry tools and modern and demonstrate the innovative use of Plane and Solid Geometry.

*This standard deals with concepts and basic geometry and its practice, linked to relevant Student Learning Outcomes Through calculation in all classes VI, VII, and VIII. The basic knowledge helps students become familiar with the use of line, its structure, and meaning, thus giving a basic building unit to build drawings. Knowledge of solids and drawing methods gives the students additional help in providing depth to their pictures and drawing objects as they appear to the observer. It also allows them to read and interpret the drawing correctly. The relation between geometrical shapes and solids and shapes present in nature and surroundings helps students identify, analyze and synthesize compound shapes and solids into simple shapes and solids and vice versa. It also teaches them to construct these with ease.*

**D 2: Supplement to Drawing**

S1 Principles of Composition and Understanding the Principles of Art.

S2 Rendering Techniques

**Standard 1:****Principles of Composition and Understanding the Principles of Art.**

All students will apply knowledge of and demonstrate proficiency in using the Principles of Composition through understanding the principles of Art.

Placement and composition of the objects on the surface have importance in any art, craft, and design. These teach the students the art and techniques of selection and composing can easily be understood through Principles of Art. Basics of composition are taught in progression with skills and progressive advancement of knowledge and techniques.

**Learning composition aims to develop a sense of organization of objects and space.**

**Procedure:**

- Placing simple cut-out shapes on paper. (Only black and white paper to be used). Altering positions of the shapes.
- Doing the same but using coloured shapes this time.
- Arranging
  - A balance, Symmetrical as well as Asymmetrical composition
  - Arranging a peaceful and a peaceful composition
  - Arranging an uneasy composition and e) setting a powerful Composition.
- Observational study of the composition comprising a simple still life of four to five objects as per class, against a background
- Photographing locations that a student considers to be symmetrical composition. Creating a drawing altering the balanced composition into an asymmetrical arrangement.

**Standard 2:**

**Rendering Techniques**

All students will exhibit in their finished products, ability to render sketches, expressing individuality.

Rendering means putting life in a drawing/sketch. This curriculum includes colouring, light and its effects on casting shade and shadows, and giving texture to make the drawing expressive, thus enhancing its quality and giving it character. It introduces the students to an array of mediums and techniques to choose from and to experiment with.

More over Aim of rendering techniques is to define, compare, differentiate, classify and generate.

- Identifying lines: diagonal, curved, straight, vertical, horizontal, zigzag, and broken.
- They are making a variety of lines on different surfaces. Limitations and possibilities of lines and the relationship should be thoroughly explored when placed next to one another.
- Discussion on the visual qualities of the lines thus made- thick, thin, rough, smooth, broken.
- Demonstration of personal expression through lines- happy, sad, angry, delicate, strong, energetic, progressive, slow, nervous, etc
- Rendering a variety of techniques hatching, cross-hatching, contour, gesture to create a portrait, landscape, an imaginative scenario to create the illusion of shading

### **D 3: Application of Drawing**

#### **S1 Understanding the dimensions and proportions in Art, Craft, and Design**

**Standard 1:** All students will observe and innovatively create Art, Craft, and Design work using knowledge and skills of Drawing through an understanding of its dimensions and proportions.

Craft is the primary level of applying the knowledge and skills of Drawing. This standard focuses on students' learning through active participation and by communicating their impressions by making aesthetic choices in still life drawing. Traditional crafts may seem simple, but a craftsman needs to be well-versed in designing, drawing, and applying his artistic and visual observations and knowledge to produce a quality object. Pakistan abounds in heritage crafts; students are encouraged to draw on our diverse cultural resources to appreciate, understand, and understand local crafts to develop the skill of creating artwork based on concepts of local crafts and their designing. As a number of the early dropouts are mainly employed and absorbed by local craftsmen and the craft world, the knowledge of Drawing and its application in Art, Craft and Design are of great value to these students.

#### **D 4: Observation and Actualization**

##### S1 Accuracy and creativity in Drawing

**Standard 1:** All students will record observation accurately through visual measurement in objective drawing and synthesize observation creatively and convey impressions through visual expression.

The skill of observation is vital to any creative assignment/ project. As each observation is a unique experience involving individual curiosity, the faculty of attention and response to detail increases students' urge for exploration, the skill of attaining accuracy in drawings, and simultaneously develops the ability to compare and contrast. This standard encourages students to observe and explore Nature and surroundings in more depth directly, experience and visualize concepts to gain practical knowledge of the requisite contents, and make the selection of subject/object for sketching, composing, and rendering. Synthesizing observation creatively into graphic presentations is equally essential along with the development of the ability. Attention to detail and editing and refining until producing a final output that meets the Student Learning Outcomes. Hence, visual presentations by students are encouraged to express their creativity by conveying their ideas, perceptions, and emotions in assignments.

## **D 5: Communication and Exhibition**

### **S1 Communication:** Art vocabulary and verbal Communication

(Understanding of simple Art Terms)

### **S2 Exhibition:** Exhibition Procedures and Skills

#### **Standard 1: Communication:**

All students will use the requisite art vocabulary to express knowledge of Drawing and Art materials and techniques and respond to their and peers' visual impressions.

The student needs to acquire vocabulary. A simple understanding of art terms related to Drawing and art that is equally important is the need to learn and develop the ability to communicate their thoughts, views, and ideas verbally and visually. For verbal communication, requisite and relevant vocabulary is needed to meet the standards and articulate their feelings, appreciate, and critically analyze their and peers' works. Care to be taken by encouraging students to participate in the necessary discussion with teachers and peers and compare their work. This skill, once developed, enhances the quality of thought, articulation, and critical appreciation.

**Standard 2: Exhibition:** All students will be involved in the process and presentation of their final outputs.

The practice of Exhibition procedures and skills helps students organize and display their space and surface management skills aesthetically and creatively. Knowledge of Mounting, framing, and hanging of artworks enhances the sense of discipline through display and Exhibition of produced work. Developing and polishing this skill also helps students in other subject areas and their social and professional contexts.

## **D 6: Time-Management Skills**

### **S1 Task Time Management**

**Standard 1:** All students will exhibit Task Time-management skills through completion of tasks in time.

This standard encourages students to learn and apply Time Management Skills by breaking/dividing assignments into components and working in allocated time slots. Drawing involves primarily practical work, so students must practice this skill to finish projects in time. Acquiring the mastery of time organization and time management has far-reaching effects on students' academic, professional, and social lives.



### 2.3: Summary of Domains and Standards

D1	Essentials of Drawing	S1	All students will exhibit the required knowledge of practical and safe use and application of materials (elements of drawing and art), instruments, and tools related to Drawing, Art, Craft, and Design.
		S2	All students will demonstrate requisite proficiency in Free hand sketching
		S3	All students will apply knowledge of and demonstrate the innovative use of Plane and Solid Geometry.
D2	Supplement to Drawing	S1	All students will apply knowledge of and demonstrate proficiency in using the Principles of Art in Composition.
		S2	All students will exhibit in their finished products, <b>ability</b> to render sketches, expressing individuality.
D3	Application of Drawing	S1	All students will observe and innovatively create Art, Craft, and Design work using knowledge and skills of Drawing through understanding its dimensions and proportions.
D4	Observation and Actualization	S1	All students will record observation accurately through visual measurement in objective drawing and synthesize observation creatively and convey impressions through visual expression.
D5	Communication and Exhibition	S1	Communication: All students will use the requisite art vocabulary to express knowledge of Drawing and Art materials and techniques and respond to their and peers' visual impressions.
		S2	Exhibition: All students will be involved in the process and presentation of their final outputs.
D6	Time Management Skills	S1	All students will exhibit Task Time-management skills through the completion of tasks in time.

**2.4: Table of Domains, Standards, and Benchmarks**

**Domain1: Essentials of Drawing**

**Standard 1:** All students will exhibit the required knowledge of elements of Art, practical work and safe use of application of materials, instruments and tools related to Drawing! Art and Craft.

**Benchmarks**

	Grade VI	Grade VII	Grade VIII
<b>BM1</b> Drawing materials and geometrical instruments	To acquire the basic knowledge of Elements of art and proficiency in using Drawing tools to create art, Craft, and Design.	Use knowledge of, and show intermediate proficiency in selecting, testing, and using required drawing materials, including simple geometrical instruments and art and craft materials and tools.	According to the assignment, apply knowledge of and show advanced proficiency in selecting, testing, and using drawing materials, geometrical instruments, and Art and craft materials and tools.
<b>BM2</b> Safety and responsibility	Use and store materials safely and responsibly.	Use and store materials safely and responsibly.	Use and store materials safely and responsibly.

**Domain1: Essentials of Drawing**

Standard 2: Skill Development through objective Drawing with free hand sketching

**Benchmarks**

	Grade VI	Grades VII	Grades VIII
<b>BM1</b> Free hand sketching	<p>(Object Drawing)</p> <p>Draw strokes and their variations; acquire basic knowledge of free hand sketching of single objects, including placement of objects, proportion, and dimensions across the axes.</p> <p>Making of Still Life, Landscape, Mechanical drawings as well as bottles, cans, Machine parts</p> <p>Drawing of Organic forms, shell, fruit, foliage Human and animal figures</p>	<p>Demonstrate ability to sketch freehand Drawing from Nature and surroundings, combinations of objects (model drawing) using knowledge of blocking of things, placement concerning each other, and identification of focal point emphasis in compositions and proportions.</p>	<p>Demonstrate ability to sketch with freehand Drawing from Nature and surroundings, the combination of objects and landscapes using knowledge of perspective.</p> <p>Demonstrate the ability to use graphs to enlarge/reduce drawings to replicate them.</p>

**Domain1: Essentials of Drawing**

**Standard 3:**

All students will apply knowledge of technical Drawing through practice of traditional Geometry tools as well as modern, and demonstrate innovative use of Plane and Solid Geometry.

**Benchmarks**

	Grade VI	Grades VII	
<b>BM1</b> Line	Practice knowledge of Line, its types, characteristics, and feelings. Demonstrate skill to draw freehand variation in line using different strokes and pencil points and apply the difference in quality.	Practice and use knowledge of Planes and Solids. Exhibit skill to draw the line with geometrical instruments compare with the line drawn freehand; use this skill to make innovative and exciting compositions.	Use knowledge of Planes and Solids. Apply knowledge of line-building skills to draw compound shapes freehand and by using geometrical instruments. Apply this skill innovatively to drawing and artwork.
<b>BM2</b> Shape	The practice of Shapes in three dimensions of different sizes, use line to express their solidness.	Draw freehand and with drawing instruments, different shapes from Nature and surroundings; make innovative patterns of Traditional Tile Designing and render according to choice.	Draw freehand and with geometrical instruments, compound shapes from Nature and surroundings. Apply further knowledge and skill to make innovative and exciting designs and compositions; render according to choice.
<b>BM3</b> Solids	Practice the Drawing Shapes of different objects with the free hand and make innovative and rendering with choice of line.	Comprehend and apply basic rules and simple techniques of orthographic/2D and Isometric, and oblique/3D projections; draw freehand and with geometrical instruments, a variety of solids using these projections; cut and assemble. Render according to choice and compose innovatively.	Study of the Basic rule of Perspective Drawing. 3D Drawings of solid objects using Traditional geometrical Instruments and Modern tools such as Adobe Illustrator and coral Draw.

**D 2: Supplement to Drawing**

**Standard 1:**

**Principles of Composition and Understanding the Principles of Art.**

All students will apply knowledge of and demonstrate proficiency in using the Principles of Composition through understanding the principles of Art.

**Benchmarks**

	Grade VI	Grades VII	Grades VII
<b>BM1</b> Principles of Drawing and Art.	Demonstrate knowledge of Drawing, Art, and Design principles and their uses, application of formulas to draw the objects. Drawing Practice for understanding the Ratio proportion/scale, Balance, and perspective drawing.	Demonstrate knowledge of and effectively use principles of composition; balance, Perspective, emphasis, harmony, and contrast, to arrange and draw multiple objects; apply to art, craft, and Design work.	Demonstrate knowledge of principles of Art, and apply skillfully and effectively further principles for composition Drawing creating movement, rhythm, and illusion to drawing of art and craft work.

**Domain 2: Supplement to Drawing****Standard 2: Rendering Techniques**

All students will Learn and exhibit their finished products, showing ability to render sketches, through individual expression.

**Benchmarks**

	<b>Grade VI</b>	<b>Grade VII</b>	<b>Grade VIII</b>
<b>BM1</b> Colour	Practice the Primary Colours in Geometrical Shapes to develop confidence in using the colour application.	Identifying the tertiary colours in nature and surroundings  The practice of colour mixing and combinations to enhance the skill and confidence	Render sketches with expanded skill and confidence, effectively using colouring techniques in various mediums and Pencil colours, colour pastels, and watercolour to create shades and shadows using rubbing and merging.
Understanding of Light, Shade and Shadows	Understand the effects of colour  Use and Practice of Secondary colours in nature.	The visual practice of Light and Shade with changing the position of Light in colour tones  The practice of Still Life Drawing with Tonal effects in colour	Colour Practice with Paper collage
Texture	Understand the effect of light in colour and in casting shade	Identify and differentiate between tactile and visual textures (surface and illusion of Texture).  Visual Practice and Rendering of Sketches to show a variety of textures	The practice of Creating Texture in Landscape drawing, painting, and Designing.

**D 3: Application of Drawing**

**S1 Understanding the dimensions and proportions in Art, Craft and Design**

**Standard 1:** All students will observe and innovatively create Art, Craft and Design work using knowledge and skills of Drawing through understanding of its dimensions and proportions.

**Benchmarks**

	<b>Grade VI</b>	<b>Grade VII</b>	<b>Grade VIII</b>
<b>BM1</b> Lettering, Stencil, Model making/	Practice to Draw the Lettering innovatively as extension and reinforcement of line that shows the ability to create different words and shape; show ability to create a craft	Assemble models of objects using available resources and indigenous materials. Design, make, and use stencils and templates for printing and transferring techniques.	Assemble innovative models on selected themes using available resources and indigenous materials. Design, make, and use blocks for printing and transferring techniques.

**D 4: Observation and Actualization**

**Standard 1:** All students will record observation accurately through visual measurement in objective drawing and synthesize observation creatively and convey impressions through visual expression.

**Benchmarks**

	<b>Grade VI</b>	<b>Grade VII</b>	<b>Grade VIII</b>
<b>BM1</b> Accuracy in Visual expression	Demonstrate skill how to draw accurately with attention and confidence	Demonstrate the skill of increased observation to organize and record visual concepts; apply these findings for more detailed work and accuracy in drawing Procedures.	Demonstrate the refined skill of increased observation to organize and record visual concepts; apply these findings for more detail and accuracy in drawing procedures.
<b>BM2</b> Creativity in Visual expression	Use observations to exhibit creative use of drawing skills and compare own work with that of peers.	Synthesize observations into impressions through thoughts, ideas, feelings, and meanings, and convey these creatively using drawing skills.	Synthesize observations into impressions through thoughts, ideas, feelings, and meanings, and convey these creatively using drawing skills.
<b>BM3</b> Edit and finalize	Review and edit to improve drawings based on layout criteria	Review and edit to enhance pictures based on laid-out standards.	Review and edit to improve drawings based on laid-out criteria.



**D 5: Communication and Exhibition**

**S1 Communication:** Art vocabulary and verbal Communication (Understanding of simple Art Terms)

**Standard 1:**

All students will use the requisite art vocabulary to express knowledge of Drawing and Art materials and techniques, and to respond to their and peers' visual impressions.

**Benchmarks**

	<b>Grade VI</b>	<b>Grade VII</b>	<b>Grade VIII</b>
BM1	Use a required range of art vocabulary related to materials, tools, and techniques; communicate their idea, feelings, and impressions regarding their and others' work.	Use appropriate extended art vocabulary related to materials, tools, and techniques; communicate their ideas, feelings, and impressions regarding their and others' work.	Use an expanded range of art vocabulary related to materials, tools, and techniques to communicate their ideas, feelings, and impressions regarding their and others' work.

**D 5: Communication and Exhibition**

**S2 Exhibition:** Exhibition Procedures and Skills

**Standard 2: Exhibition:** All students will be involved in the process and presentation of their final outputs.

**Benchmarks**

	<b>Grade VI</b>	<b>Grade VII</b>	<b>Grade VIII</b>
<b>BM 1 Exhibition Procedure and skills</b>	Exhibit within allocated space, individual Drawing, and Artwork reflecting principles of composition.	Exhibit individually and in pairs, using allocated space efficiently and fairly, Drawing and Artwork reflecting principles of composition.	Exhibit individually and in groups using allocated space efficiently and fairly, Drawing and Artwork reflecting principles of composition.

**D 6: Time-Management Skills**

S1 Task Time Management

**Standard 1:** All students will exhibit Task Time-management skills through completion of tasks in time.

**Benchmarks**

	<b>Grade VI</b>	<b>Grade VII</b>	<b>Grade III</b>
<b>BM 1 Task Time management</b>	Practice to complete the assignment in time as a responsible and had individual sole	Demonstrate how to improve the skill of Time management that has been allocated themselves as a component of assignment in due time.	Allocate and manage time themselves to complete assignments in time.

## 2.5: Benchmark Focus

D1	Essentials of Drawing	D2	Supplement to Drawing	D3	Application of Drawing	D4	Observation and Actualization	D5	Communication and Exhibition	D6	Time Management
S1 BM1	Still-life Drawing, Art and Craft materials and tools, and geometrical instruments	S1 BM1	Principles of Drawing and Art  (Principles of Composition)	S1 BM1	Sketching Lettering, Stencil making, Model making	S1 BM1	Accuracy in Visual expressions	S1 BM1	Use of Art vocabulary and verbal communication	S1 BM1	Task time management
BM2	Safety and responsibility	S2 BM1	Colour; Light, Shade, and Shadows; Texture			BM2	Creativity in Visual expressions	S2 BM1	Exhibition procedures and skills		
S2 BM1	Freehand sketching					BM3	Editing and Finalizing				
S3 BM1	Line										
BM2	Shape										
BM3	Solids										

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### *SECTION 3: STUDENT LEARNING OUTCOMES*

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**Student Learning Outcomes**  
**Grade-VI**

**Domain1:** Essentials of Drawing

**Standard 1:** All students will exhibit the required knowledge of practical using elements of Art, and they also safely use the application of materials, instruments, and tools related to Drawing, Design Art, and Craft.

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**Benchmark I:** Identify and acquire basic Knowledge and proficiency in selecting, testing, and using Drawing, Design, Art and Craft materials, Instruments and tools.

<b>Student Learning Outcomes</b>
<b>Grade VI</b>
<p><b>Drawing materials and tools:</b> Drawing book/Sketch book/paper, pencil, eraser, sharpener, tape/tacks(optional) <i>Drawing book/Sketch book/paper</i></p> <ul style="list-style-type: none"><li>• Familiarize themselves with a Drawing book/sketchbook; select and use accordingly.</li><li>• Identify different kinds of paper; draw, glazed, and butter paper scrap paper; select and use accordingly.</li></ul> <p><i>Pencil</i></p> <ul style="list-style-type: none"><li>• Understand terms H and B.</li><li>• Select, hold and use an HB pencil of appropriate grade mark according to the required assignment.</li><li>• Know types of pencil points; make and use these according to the required assignment.</li></ul> <p><i>Eraser</i></p> <ul style="list-style-type: none"><li>• Select and use a quality eraser of the right abrasive quality to edit and modify sketches/drawings.</li><li>• Select and use a brush or soft cloth to remove eraser crumbs.</li></ul> <p><i>Sharpener/blade/sandpaper</i></p> <ul style="list-style-type: none"><li>• Select and use a quality sharpener/blade.</li><li>• Use sand paper to make the required point of a pencil according to the assignment.</li></ul>

*Tapes and tacks*

- Select and use masking/paper tape to stick paper on a surface.
- Select and use tacks to hold the paper in position.

**Art/Craft materials and tools:** Pencil colours, crayons, powder colours; coloured/glazed paper, scrap paper, butter paper, cardboard/hardboard clay, flour, plastic clay, paper cutting scissors, glue, samples collected from Nature and surroundings

- Familiarize themselves with, select and use required art and craft materials, tools according to the assignment.

**Benchmark 2:** Use and store materials safely and responsibly.

<b>Student Learning Outcomes</b>
<b>Grade VI</b>
<p><b>Students will learn safe and responsible use of materials</b></p> <ul style="list-style-type: none"><li>• Understand the difference between toxic and non-toxic materials.</li><li>• Demonstrate ability to arrange and store materials and tools methodically and for easy access.</li><li>• Practice care in using Drawing, Art, and Craft instruments, especially sharp and blunt ones.</li><li>• Choose well-lit and well-exposed spots for Drawing and Art/Craft activity.</li></ul>

**Domain 1: Essentials of Drawing**

S-1 Slandered 2: (Skill Development through Objective drawing) Free Hand sketching

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**Benchmark I:** Draw strokes and their variations; acquire basic knowledge of free hand sketching of single objects, including placement of objects, proportion, and dimensions across the axes

<b>Student Learning Outcomes</b>
<b>Grade VI</b>
<ul style="list-style-type: none"><li>● Students will understand the term "Free hand sketching."</li><li>● How to draw strokes and their variations with different pencils and pencil points in different directions and of varying length using varied pressure?</li><li>● Demonstrate basic knowledge of free hand sketching:<ul style="list-style-type: none"><li>○ Observe dimensions of an object using knowledge of proportion as the relationship between different dimensions</li><li>○ Draw axis/axes</li><li>○ Transfer measurements of an object sequentially across and along axes in sequence to build an outline (skeleton)</li><li>○ Use strokes to create shapes around the skeleton</li><li>○ Make a preliminary sketch</li><li>○ Refine sketch; make a final drawing.</li></ul></li><li>● Compare their work with that of peers; evaluate both.</li></ul>

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**Domain1: Essentials of Drawing**

**Standard 3:** All students will apply knowledge of Technical Knowledge through the practice of Traditional geometry tools as well as modern tools and demonstrate the innovative use of Plane and Solid Geometry

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**Benchmark I:** Exhibit knowledge of Line, its types, characteristics, and feelings. Demonstrate skill to draw freehand variation in line using different strokes and pencil points and apply the pressure difference.

<b>Student Learning Outcomes</b>
<b>Grade VI</b>
<ul style="list-style-type: none"><li>• Know the significance of a point.</li><li>• Know that the line has one dimension.</li><li>• Draw lines; straight and curved. Note the differences.</li><li>• Identify and differentiate between types of straight lines:<ul style="list-style-type: none"><li>○ Horizontal, vertical, inclined, parallel, intersecting, converging, and diverging.</li></ul></li><li>• Identify and differentiate between types of curved lines; regular and irregular curves.</li><li>• Experiment drawing straight and curved lines on appropriate surfaces in different directions with available resources/materials such as strings and sticks.</li><li>• Explore, observe, identify and record these in Nature and surroundings.</li><li>• Know that line has characteristics; continuity, thickness, and direction.</li><li>• Draw freehand with lead/colour pencils, variation in characteristics of a line using the following techniques:<ul style="list-style-type: none"><li>○ Using different pencil points</li><li>○ Applying differences in pressure to create light and dark lines of varied thickness</li><li>○ Varying the size of gaps in broken lines</li><li>○ Study the effects produced.</li></ul></li><li>• Draw lines present in Nature; compare lines drawn from Nature with lines drawn earlier.</li><li>• Observe and discuss with peers the effects they produce.</li><li>• Compare their work with that of peers; evaluate both.</li></ul>

**Benchmark 2:** Understand Plane and Plane Geometry. Exhibit knowledge of the concept of shape. Recognize and record in surroundings the likeness of different shapes present in Nature. Draw shapes freehand; make innovative patterns, and render according to choice.

**Student Learning Outcomes**

**Grade VI**

**Plane Geometry**

- Understand the terms Plane and Plane Geometry (Refer to Mathematics curriculum, grade V1).
- Understand that shape has two dimensions (2D).
- Explore, observe, identify, record, and differentiate between regular and irregular shapes in Nature and immediate/ extended surroundings; draw these freehand.
- Explore, observe, identify and collect objects of different regular shapes; Triangle, square, rectangle, circle, oval, and ellipse present in Nature, surroundings, available print material; observe similarities and differences in their Shapes. Draw these freehand.
- Draw pictures of objects present in Nature/immediate surroundings using knowledge of basic shapes and their combinations.
- Show ability to render these shapes using the medium of choice.
- Compose groups of similar and different shapes to prepare patterns.
- Demonstrate ability to repeat creatively and cut and paste patterns.
- Compare their work with that of peers; evaluate both.



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**Benchmark 3:** Understand solid as a three-dimensional object. Identify basic solids; collect these solids/objects of different sizes from Nature and surroundings; compose innovatively.

<b>Student Learning Outcomes</b>
<b>Grade VI</b>
<p><b>Solid Geometry</b></p> <ul style="list-style-type: none"><li>• Understand the term Solid Geometry (Refer to Mathematics curriculum, grade V1).</li><li>• Understand solids are forms, have three dimensions (3D), and are a combination of planes; relate the solid concept with the aircraft.</li><li>• Know solids have length, height, and thickness.</li><li>• Understand and draw solids through the concept of <b>X, Y, and Z</b> axes; Understand and apply the idea of three-dimensional objects by measuring length, width and height.</li><li>• Identify basic solids; cube, pyramids, cone, sphere, cylinder.</li><li>• Observe, select, and collect these solids from readily available items of everyday use, Nature, and surroundings.</li><li>• Arrange these objects innovatively.</li><li>• Compare characteristics of their work with that of peers; evaluate both.</li></ul>

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**Domain 2: Supplement to Drawing****Standard 1:**

All students will apply knowledge of and demonstrate proficiency in using the Principles of Composition through understanding the principles of Art.

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**Benchmark I:** Demonstrate knowledge of rules regulations (Principles of Drawing and Art) for placement and proportions to draw objects and understand the composition.

<b>Student Learning Outcomes</b>
<b>Grade VI</b>
<ul style="list-style-type: none"><li>• Comprehend that Principles of composition are applied to Drawing and Artwork.</li><li>• Apply basic Principles of Composition:<ul style="list-style-type: none"><li>- Select objects to be drawn</li><li>- Observe relation between the size of an object to be drawn and the paper (Understanding of Ratio proportion)</li><li>- Decide placement of an object on paper.</li></ul></li><li>• Draw margins; decide the placement of name, topic, and date, and assignment number.</li></ul>

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**Domain 2: Supplement to Drawing**

**Standard 2:** All students will exhibit in their finished products, ability to render sketches expressing individuality.

**Benchmark I:** Identify primary, secondary, warm, cool, and neutral colours in Nature and surroundings; identify medium. Demonstrate sufficient knowledge, skill, and confidence in the use of colour in recognized mediums.  
Understand the effect of light on colour and casting shade and shadow in Nature; Render sketches and drawings in an identified medium showing shades and shadows.

**Student Learning Outcomes**

**Grade VI**

**Students will learn identification of Colour and rendering.**

- Know colour as naturally occurring in Nature; Identify and compare colours present in Nature with those present in immediate/extended surroundings, local crafts, handicrafts, and
- Identify primary and secondary colours on a colour wheel.
- Know warm, cool, and neutral colours.
- Understand the term Medium.
- Use medium; pencil colours, powder colours, crayons, coloured markers with sufficient skill.
- Demonstrate ability to render drawn shapes/drawings/compositions with colours of their choice, and knowledge of light shade and shadow, using hard and soft pressure of pencil, small and long strokes.
- Note the difference in value.  
*(Value: Understand value as degree of lightness and darkness in colour through the pressure of strokes)*
- Compare their work with that of peers. Evaluate both.

**Light, Shade, and Shadows**

- Observe the shade and shadow at different times of the day concerning the source of light (Natural and artificial light).
- Observe the position and shape of the shadows and differences in the shade of the colour of the objects.
- Use and apply these observations from different angles to render sketches using lead/colour pencils /crayons.

**Domain 3: Application of Drawing**

**Standard 1:** All students will observe and innovatively create Art, Design, and Craft work using knowledge and skills of Drawing through its understanding of its dimensions and proportions.

**Benchmark I:** Use Lettering innovatively as extension and reinforcement of line and shape; show ability to create a craft work using paper patterns and paper folding techniques.

**Student Learning Outcomes****Grade VI****Lettering**

- Understand types and forms in Urdu and English Alphabet lettering styles/font.
- Practice lettering styles creatively using:
  - o straight and curved strokes
  - o between lines and within shapes
  - o Without lines
- Demonstrate ability to create and colour different shapes and simple figures using different lettering styles.
- Observe the effects thus produced; discuss and compare their work with that of peers.

**Craft**

Cutting and pasting:

- Show skill of holding scissors, cutting, and pasting techniques.
  - Show ability to cut and paste different patterns innovatively using natural and available materials.
  - Show ability to cut and weave simple patterns using strips of paper and available local materials.
- Paper Folding:
- Show skill of simple paper folding techniques, including simple Origami techniques.
  - Use these techniques to make different objects as are present in Nature and surroundings.
  - Compare their work with that of peers; evaluate both.

**Domain 4: Observation and Actualization**

**Standard 1:** All students will record observation accurately through visual measurement in object drawing and synthesize observation creatively and convey impressions through visual expression.

**Benchmark I:** Demonstrate the observation skill to gather and record relevant information; organize and use the information to draw accurately with attention in detailing objective drawing/detail.

Student Learning Outcomes
Grade VI
<ul style="list-style-type: none"><li>● students will Acquire and apply the skill of observation:<ul style="list-style-type: none"><li>○ Explore and observe keenly, Nature and surroundings in detail and collect relevant visual information</li><li>○ Record impressions through sight</li><li>○ Transfer observations accurately through building and maintaining eye-hand coordination, correct position, and posture</li><li>○ Apply observation to improve accuracy and to enter detail in drawing procedures.</li></ul></li><li>● Relate impressions produced in various stages of Drawing and Artwork to observation and assignments.</li></ul>

**Benchmark 2:** Use observations to exhibit creative drawing skills and compare your work with that of peers.

Student Learning Outcomes
Grade VI
<ul style="list-style-type: none"><li>● Explore lines, shapes, and solids in Nature and surroundings.</li><li>● Use observation skills to creatively combine lines, shapes, and solids to express ideas, feelings, and thoughts.</li><li>● Observe the effects produced.</li><li>● Compare your work with that of your peers. Evaluate both.</li></ul>



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**Benchmark 3:** Review and edit to improve drawings based on layout criteria.

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<b>Student Learning Outcomes</b>
<b>Grade VI</b>
<ul style="list-style-type: none"><li>● Finalize drawings and artwork:<ul style="list-style-type: none"><li>○ Assess own drafts paying attention to detail using drafting techniques and procedures</li><li>○ Develop, rectify, and refine work based on given criteria</li><li>○ Finalize work.</li></ul></li></ul>

**Domain 5: Communication and Exhibition**

**Standard 1: Communication:** All students will use the requisite art vocabulary to express knowledge of Drawing and Art materials and techniques and respond to their and peers' visual impressions.

**Benchmark I:** Use a required range of art vocabulary related to materials, tools, and techniques; communicate their idea, feelings and impressions are rewarding their and others' work.

**Student Learning Outcomes**

**Grade VI**

- Accumulate and use appropriate grade-level vocabulary related to materials, techniques, and methods.
- Understand that there are different responses to drawings and artwork.
- Understand the difference between critique and criticism.
- Develop grade level communicative ability to:
  - verbally describe concepts and processes
  - verbally express feelings and impressions regarding characteristics of their drawings and artwork
  - Identify merits and errors in own and peers' work according to given criteria.



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**Domain 5: Communication and Exhibition**

**Standard 2:** Exhibition: All students will be involved in the process and presentation of their final outputs

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**Benchmark I:** Exhibit within allocated space, individual Drawing and Artwork reflecting principles of composition.

<b>Student Learning Outcomes</b>
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<b>Grade VI</b>
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| <ul style="list-style-type: none"><li>● Maintain a neat, titled, and dated record/ portfolio of collection of sketches and finished work.</li><li>● Follow essentials of the exhibition:<ul style="list-style-type: none"><li>○ Preparation including bordering/framing/ mounting of exhibits according to given instructions using mostly recyclable materials</li><li>○ View angles and use ones that complement the exhibits</li><li>○ Arrange using Principles of Composition to avoid monotony and visual fatigue and to maintain interest and variety in display</li><li>○ Show knowledge of the effect of light on exhibits and do placement accordingly</li><li>○ Organize display in sequence by alphabet and by numbers</li><li>○ Utilize allocated space/surface efficiently for the vertical and horizontal display of finished work.</li></ul></li></ul> |
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**Domain 6: Time Management Skills**

**Standard 1:** All students will exhibit Task Time-management skills through completion of task time.

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**Benchmark I:** Use the given time for each assignment component to complete the task in time.

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<b>Student Learning Outcomes</b>
<b>Grade VI</b>
<ul style="list-style-type: none"><li>• Know the time block for each assignment</li><li>• Break assignments into components</li><li>• Organize and utilize given time for each component</li><li>• Finish work in time.</li></ul>

**Student Learning Outcomes  
Grade-VII**

**Domain1: Essentials of Drawing**

**Standard 1:** All students will exhibit the required knowledge of practical using elements of Art, and they also safely use the application of materials, instruments, and tools related to Drawing, Design Art, and Craft.

**Benchmark I:** Use knowledge of elements of Drawing and Art, and show intermediate proficiency in selecting, testing, and using required drawing materials, including simple geometrical instruments and art, craft, and design materials and tools.

<b>Student Learning Outcomes</b>
<b>Grade VII</b>
<p><b>Students will get an understanding of Drawing/Geometrical and Art and Craft Materials, Instruments and Tools</b></p> <ul style="list-style-type: none"><li>• They also recall practical knowledge of elements of art and use drawing instruments according to Principles.</li><li>• Know and use the following geometrical instruments: Scales, dividers, protractors, compasses, and set squares<ol style="list-style-type: none"><li>a) Use scales and dividers to measure lengths</li><li>b) Use protectors to measure angles</li><li>c) Use compasses to draw arcs and circles</li><li>d) Use set squares to draw angles.</li></ol></li><li>• Practice methods of proper placement, use of measuring instruments, and observer's eye to avoid visual error in reading and recording during practical Drawing.</li></ul> <p><b>Art materials</b></p> <ul style="list-style-type: none"><li>• Know and use the following Drawing, Art, and Craft materials, instruments, and tools according to assignment: Pencil colours, crayons, powder colours; Water/poster colours coloured paper, butter paper, scrap paper Cardboard, hard board, paintbrushes, paper cutting scissors, glue and other material required for model making, samples collected from Nature and surroundings.</li></ul>

**Benchmark 2:** Use and store materials safely and responsibly.

<b>Student Learning Outcomes</b>
<b>Grade VII</b>
<b>Safe and responsible use of materials</b> <ul style="list-style-type: none"><li>Recall knowledge and exhibit proficiency in the practical and safe use of Drawing, Design, Art, and Craft materials and tools.</li></ul>

**Domain1: Essentials of Drawing**

**Standard 2:** All students will demonstrate requisite proficiency in Freehand sketching using Elements of Art.

**Benchmark I:** Demonstrate ability to sketch freehand from Nature and surroundings, combinations of objects (model drawing) using knowledge of blocking of objects, placement in relation to each other, and identification of focal point in compositions and proportions.

<b>Student Learning Outcomes</b>
<b>Grade VII</b>
<ul style="list-style-type: none"><li>Students will learn how to recall previous knowledge of freehand sketching.</li><li>Understand the concept of Blocking in Free Hand Sketching.</li><li>Demonstrate ability to select symmetrical and asymmetrical balance in objects and their combinations for compositions.</li><li>Compose sketch showing the centre of interest/focal point. (Understanding of Emphasis in Artwork)</li></ul>

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**Domain1: Essentials of Drawing**

**Standard 3:** All students will apply knowledge of technical drawing through the practice of traditional geometrical tools and modern and demonstrate the innovative use of Plane and Solid Geometry.

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**Benchmark I:** Exhibit and use knowledge of Plans and Solids. Exhibit skill to draw a line with geometrical instruments, Compare with the line drawn freehand; use this skill to make innovative and exciting compositions.

<b>Student Learning Outcomes</b>
<b>Grade VII</b>
<ul style="list-style-type: none"><li>• Students will know and Recall the knowledge of various types of Vertical, straight Zigzag, and curved lines and their differences; draw these lines freehand and with geometrical instruments.</li><li>• They will understand the Differences in lines used in drawing objects as well as design patterns.</li><li>• Observe, record, and draw with drawing instruments and objects from surroundings, using lines, combinations, and impressions produced.</li><li>• Render drawings using the medium of their choice.</li><li>• Compare their work with that of peers; evaluate both.</li><li>• Students will learn simple geometric methods using Computer software.</li></ul>

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**Benchmark 2:** Draw freehand and with drawing instruments, different shapes from Nature and surroundings; make innovative patterns, Tile Designs, and render according to choice.

<b>Student Learning Outcomes</b>
<b>Grade VII</b>
<ul style="list-style-type: none"><li>• Recall knowledge of shape acquired earlier.</li><li>• Draw using geometrical instruments; triangle, square, rectangle, circle of different sizes.</li><li>• Draw freehand triangles, squares, rectangles, circles, ellipse, and ovals of different sizes.</li><li>• Render these shapes using knowledge of rendering techniques, colour combination, and medium of choice.</li><li>• Combine shapes creatively to make innovative patterns and objects.</li><li>• Demonstrate creatively repeat patterns, such as floral designs, Tile designs, Still Life, and decorative arts.</li><li>• Compare their work with that of peers; evaluate both.</li></ul>

**Benchmark 3:** Comprehend and apply basic rules and simple techniques of orthographic/2D and Isometric, and oblique/3D projections; draw freehand and with geometrical instruments, a variety of solids using these projections; cut and assemble. Render according to choice and compose innovatively.

**Student Learning Outcomes**

**Grade VII**

- Recall basic solids and their dimensions. (Perspective drawing)
- Comprehend the concept of projection as a primary method of drawing solids.
- Study each side/view of the solid separately as a separate plane:
  - Front view, back view, top view, and side view.
- Show ability to note and understand differences of shape and measurements of natural and drawn objects in 3D.
- Comprehend basic rules of drawing orthographic projection, 2D projections.
- Develop the ability to draw with geometrical instruments and freehand, Orthographic projections of solids, cubes, and cuboids.
- Comprehend rules of drawing isometric and oblique projections (3D). Apply these to draw cubes and cuboids.
- Develop the ability to draw with geometrical instruments and freehand, Isometric, and Diagonal projections of cubes and cuboids.
- Study and observe the difference/relation between orthographic, 2D, and isometric/oblique projections; 3D, and between isometric and oblique projections.
- Apply techniques to render using a medium of choice.
- Cut different views to make solids.
- Compose in a variety of combinations.
- Observe own and peers' work for critical review.

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**Domain 2: Supplement to Drawing**

**Standard 1:** All students will apply knowledge and demonstrate proficiency in using the principles of Composition through understanding the principles of art.

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**Benchmark I:** Demonstrate knowledge of, and use effectively principles of composition; Balance, Rhythm, Emphasis, harmony, and contrast, to arrange and draw multiple objects; apply to Drawing, Design, Art, and Craft work as well.

<b>Student Learning Outcomes</b>
<b>Grade VII</b>
<ul style="list-style-type: none"><li>• Students will know Comprehend principles of Drawing and Art and make compositions using ratio proportion, balance, rhythm emphasis, harmony, and contrast.</li><li>• Use these to arrange and draw multiple objects.</li><li>• Observe the effects produced. Compare your work with that of your peers.</li><li>• Use Principles of composition to exhibit work.</li></ul>

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**Domain 2: Supplement to Drawing****Standard 2:****Rendering Techniques**

All students will exhibit in their finished products, ability to render sketches, expressing individuality.

**Benchmark I:** Identify tertiary colours in Nature and surroundings; identify more mediums. Use render to get further knowledge, skills, and confidence. It also affects colour and colour combinations in a choice of mediums.

Recognize the shade and shadows change with the changing position of the light source; recognize tones and tints and render sketches and drawings using these observations.

Identify and differentiate between tactile and visual textures (surface and illusion of texture); Experiment with lines and thick and thin lines, using shapes and patterns to create the required consistency. Render sketches to show a variety of textures created by control on intensity, direction, and length of strokes.



<b>Student Learning Outcomes</b>
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<b>Grade VII</b>
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<b>Colour</b>
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| <ul style="list-style-type: none"><li>• Recall knowledge of and use of colours.</li><li>• Know tone and tint; its effects on objects in light and shade.</li><li>• Make a colour wheel with Primary and Secondary colours.</li><li>• Identify tertiary colours in Nature, immediate/ extended surroundings, local crafts, and handicrafts.</li><li>• Show proficiency in using these mediums; Pencil colours, crayons; and developing ability in using mediums; water/poster/powder colours.</li><li>• Observe, feel and differentiate the effect of each medium on paper.</li><li>• Exhibit colour mixing techniques to make tertiary colours, tones, and tints.</li><li>• Make different types of colour combinations; monochromatic, polychromatic, complementary, and contrast.</li><li>• Show proficiency in rendering drawings and compositions.</li><li>• Note the difference in value; study the effects produced.</li><li>• Compare your work with that of peers; evaluate both.</li></ul> |
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**Light, Shade, and Shadows**

- Observe the difference in shade and shadow of an object by changing the position of the source of light.
- Study the change in the shape of the shadows with changing the position of the source of light.
- Compare the shape of the shadow with that of the object.
- Use and apply these observations while sketching and rendering from different angles.

**Texture**

- Know and appreciate texture as the quality of a surface.
- Understand visual and tactile textures.
- Observe and differentiate between textures by sight and touch, present in Nature and immediate/ extended surroundings.
- Prepare textures by selecting materials from immediate surroundings and pasting them on cardboard.
- Draw/sketch various textures:
  - o Using a variety of mediums
  - o using a variety of strokes
  - o Exercising control of the intensity of strokes, lines, and colour.
- Observe the effects produced.
- Show texture in drawings and sketches using the above techniques.
- Compare own work with that of peers\_; evaluate both.

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**Domain 3: Application of Drawing**

**Standard 1:** All students will observe and innovatively create Art, Craft, and Design work using knowledge and skills of Drawing through understanding its dimensions and proportions.

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**Benchmark I:** Assemble models of objects using available resources and indigenous materials. Design, make, and use stencils and templates for printing and transferring techniques.

<b>Student Learning Outcomes</b>
<b>Grade VII</b>
<p><b>Stencil making</b></p> <ul style="list-style-type: none"><li>• Exhibit skill of using given stencils.</li><li>• Design pattern to be stenciled.</li><li>• Use cutting techniques to cut out patterns.</li><li>• Use stencils to transfer patterns on selected material, applying transferring techniques.</li></ul> <p><b>Model Making</b></p> <ul style="list-style-type: none"><li>• Assemble solids to make 'hollow models' from cardboard cutouts using folding, unfolding techniques.</li><li>• Familiarize themselves with plastic modelling materials, clay, flour, plastering etc., and their preparation, where required.</li><li>• Create 'solid models' of solids using plastic modelling materials and other locally available materials.</li><li>• Demonstrate ability to creatively arrange 'hollow and solid' models in different combinations/compositions.</li></ul>

**Domain 4: Observation and Actualization**

**Standard 1:** All students will record observation accurately through visual measurement in objective drawing and synthesize observation creatively and convey impressions through visual expression.

**Benchmark 1:** Demonstrate increased observation skills to organize and record visual concepts; apply these findings for more details and accuracy in drawing procedures.

Student Learning Outcomes
Grade VII
<ul style="list-style-type: none"><li>• Students will apply the skill of observation:<ul style="list-style-type: none"><li>○ Explore and observe keenly, Nature and surroundings for detail and in detail</li><li>○ Record impressions visually.</li></ul></li><li>• Apply observation to improve accuracy and to enter detail in drawing procedures.</li><li>• Use observation to rectify your work and to comment on peers' work.</li></ul>

**Benchmark 2:** Synthesize observations into impressions through thoughts, ideas, feelings and meanings, and convey these creatively using drawing skills.

Student Learning Outcomes
Grade VI
<ul style="list-style-type: none"><li>• Students will use observation skills to creatively combine lines, shapes, and solids to express ideas, feelings, and thoughts.</li><li>• Observe the effects produced.</li><li>• Compare your work with that of your peers.</li></ul>

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**Benchmark 3:** Review and edit to improve drawings based on decided criteria.

<b>Student Learning Outcomes</b>
<b>Grade VII</b>
<ul style="list-style-type: none"><li>• Finalize drawings and artwork:<ul style="list-style-type: none"><li>- Assess own drafted artworks and pay attention to detail using drafting techniques and procedures</li><li>- Develop, rectify and refine work based on given criteria.</li></ul></li></ul>

**Domain 5: Communication and Exhibition**

**Standard 1: Communication:**

All students will use the requisite art vocabulary to express knowledge of Drawing and Art materials and techniques and respond to their and peers' visual impressions.

**Benchmark I:** Use appropriate extended art vocabulary related to materials, tools, and techniques; communicate their ideas, feelings and impressions regarding their and others' work.

**Student Learning Outcomes**

**Grade VII**

- Students will use easy, appropriate vocabulary related to materials, techniques, and methods.
- They understand the different responses to drawing, artwork and relate these to the various purposes for creating it.
- They will develop the communicative ability to:
  - verbally describe concepts and processes
  - verbally express feelings and impressions
  - demonstrate the skill of understanding of creating and responding
  - differentiate between critique and criticism
  - reflect upon characteristics of own drawings and artwork
  - describe and compare attributes of own artwork with that of peers.

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**Domain 5: Communication and Exhibition**

**Standard 2: Exhibition:**

All students will be involved in the process and presentation of their final outputs.

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**Benchmark I:** Exhibit individually and in pairs, using allocated space efficiently and fairly; drawing and Artwork Reflecting principles of composition.

<b>Student Learning Outcomes</b>
<b>Grade VII</b>
<ul style="list-style-type: none"><li>● Students will maintain a well-ordered, titled, and dated record/ portfolio of sketches and finished work collection.</li><li>● They follow the essentials of the exhibition:<ul style="list-style-type: none"><li>○ Preparation including appropriate and complementary bordering, framing/ mounting of Artworks mainly using recyclable materials and available materials.</li><li>○ Arrange using Principles of Arts for compositions.</li><li>○ Show knowledge of the effect of light on exhibits and do placement accordingly.</li><li>○ Utilize allocated space/surface aesthetically for the vertical and horizontal display of finished work.</li><li>○ Be fair in pair work exhibits.</li></ul></li></ul>

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**Domain 6: Time Management Skills**

**Standard 1:** All students will exhibit Task Time-management skills through completing the tasks in time.

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**Benchmark I:** Demonstrate improved time management skills; allocate given time themselves to components of assignments to complete the assignment in time.

<b>Student Learning Outcomes</b>
<b>Grade VII</b>
<ul style="list-style-type: none"><li>• They will know the time block for each assignment.</li><li>• Break assignments into components.</li><li>• Allocate and utilize approximate time for each component.</li><li>• Finish work in time.</li></ul>



## Student Learning Outcomes

### Grade-VIII

**Domain1:Essentials of Drawing****Materials and Tools (Line work Practice using Elements of Art.**

All students will exhibit the required knowledge of practical using elements of art and safe use and application of materials, instruments, and tools related to Drawing, Art, and Craft.

**Benchmark I:** Apply knowledge of, and show advanced proficiency in selecting, testing, and using drawing materials, geometrical instruments, and Art and craft materials and tools according to the assignment.

Student Learning Outcomes
Grade VIII
<b>Students will study the use of Drawing materials and instruments:</b> Proficiently select, test, and use Drawing materials and tools according to the assignment.
<b>Students understand Art and Craft Materials and tools:</b> Proficiently select, test, and use Art & Craft materials and tools according to given assignments.

**Benchmark 2:** Use and Store Materials Safely with responsibility.

Student Learning Outcomes
Grade VIII
Recall and practice safe and responsible use and care of Drawing materials, Geometrical instruments, art and craft materials, and tools.

**Domain1: Essentials of Drawing**

**Standard 2: Rendering Techniques**

All students will exhibit in their finished products, ability to render sketches, expressing individuality.

**Benchmark I:** Demonstrate ability to sketch freehand from Nature and surroundings, the combination of objects and landscapes using knowledge of perspective. Demonstrate the ability to use graphs to enlarge/reduce drawings to replicate them.

**Student Learning Outcomes**

**Grade VIII**

- Recall knowledge of freehand sketching.
- Observe landscapes in immediate/ extended surroundings.
- Sketch using knowledge of perspective and principles of composition.
- Edit own work, advise peers, as required.
- Draw simple graphs of different sizes using knowledge of graph drawing skills. (Refer to Math curriculum)
- Understand and apply methods of enlargement and reduction of scales; observe the effects of enlargement and contraction.
- Use graphs of enlarged /reduced measurements to enlarge/reduce given drawings.

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**Domain1: Essentials of Drawing****Standard 3:**

All students will apply technical drawing knowledge through traditional Geometry tools and modern and demonstrate the innovative use of Plane and Solid Geometry.

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**Benchmark I:** Use knowledge of Planes and Solids. Apply understanding of line-building skills to draw compound shapes freehand Drawing as well as using geometrical instruments. Apply this skill innovatively to drawing and artwork.

<b>Student Learning Outcomes</b>
<b>Grade VIII</b>
<ul style="list-style-type: none"><li>• Apply with proficiency knowledge of line acquired earlier to Drawings and sketches.</li></ul>

**Benchmark 2:** Draw freehand Drawing with geometrical instruments, compound shapes from Nature and surroundings. Apply further knowledge and skill to make innovative and exciting designs and compositions, rendering according to choice.

<b>Student Learning Outcomes</b>
<b>Grade VIII</b>
<ul style="list-style-type: none"><li>• Recall and review knowledge of shape acquired earlier.</li><li>• Understand the concept of compound shapes.</li><li>• Acquaint themselves with compound shapes present in Nature/surroundings.</li><li>• Collect from surroundings, and available print material, objects of the following compound shapes:<ul style="list-style-type: none"><li>○ Quadrilaterals and their types; Square, Rhombus, Parallelogram, Rectangle, and Kite</li><li>○ Polygons and their classes; Pentagon, Hexagon, Octagon, Decagon, etc.</li></ul></li><li>• Observe similarities and differences in their shapes.</li><li>• Draw compound shapes in different sizes using geometrical instruments and freehand.</li><li>• Break compound shapes into simple shapes and vice versa.</li><li>• Combine shapes creatively to make innovative designs.</li><li>• Render designs using different colour combinations and mediums of choice.</li><li>• Note the difference in effect produced.</li><li>• Compare their work with that of peers; evaluate both.</li></ul>

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**Benchmark 3:** Understand and apply basic rules of perspective as an advanced technique /method of 3D drawings of solids; draw solids freehand and with geometrical instruments. Render according to choice and compose innovatively.

<b>Student Learning Outcomes</b>
<b>Grade VIII</b>
<ul style="list-style-type: none"><li>• Understand the term compound solids as combinations of simple solids.</li><li>• Observe, identify and analyze compound solids in Nature, immediate and extended surroundings.</li><li>• Study and develop the ability to draw, compose and create compound solids using different combinations of simple solids.</li><li>• Recall knowledge of basic solids and their 3D projections.</li><li>• Understand Perspective as an illusion by observing near and distant objects as they appear to the observer.</li><li>• Observe the visual difference in sizes and shapes of objects with a change in position, distance, and eye level of the observer.</li><li>• Apply this observation to draw solids.</li><li>• Observe and compare own and peers' work for a correct drawing of projections.</li></ul>

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**Domain 2: Supplement to Drawing**

**Standard 1:** Principles of Composition and Understanding the Principles of Art.

All students will apply knowledge of and demonstrate proficiency in using the Principles of Composition through understanding the principles of Art.

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**Benchmark I:** Demonstrate knowledge of, and apply skillfully and effectively further principles of art according to composition, movement, rhythm, and illusions of Drawing, Design, Art, and Craftwork.

<b>Student Learning Outcomes</b>
<b>Grade VIII</b>
<ul style="list-style-type: none"><li>• Choose a simple landscape/view from immediate/ extended surroundings.</li><li>• Use a process of selection and elimination to enhance drawing/sketch.</li><li>• Exhibit knowledge of division of space on paper; foreground, middle ground, and background.</li><li>• Comprehend and use principles of composition: balance, emphasis, rhythm, harmony contrast, movement, and illusion.</li><li>• Observe the effect produced.</li><li>• Compare their work with that of peers; evaluate both.</li><li>• Edit own work, advise peers, as required.</li></ul>

**Domain 2: Supplement to Drawing**

**Standard 2: Rendering Techniques**

All students will exhibit in their finished products, ability to render sketches, expressing individuality.

**Benchmark I:** Render sketches with expanded skill and confidence, effectively using colouring techniques in various mediums and creating shades and shadows using rubbing and merging.  
Render using various mediums sketches of landscapes to show a variety of textures.

<b>Student Learning Outcomes</b>
<b>Grade VIII</b>
<p><b>Colour</b></p> <ul style="list-style-type: none"><li>• Students would know the knowledge of colour and its application and demonstrate the skill of mixing of colours, application of colour, and colouring techniques to drawings and sketches.</li></ul> <p><b>Light, Shade, and Shadows</b></p> <ul style="list-style-type: none"><li>• Recall knowledge of the effect of shade and shadows on objects and their drawings.</li><li>• Shade by controlling the intensity of strokes and by rubbing or merging.</li><li>• Apply these techniques to drawings and sketches.</li></ul> <p><b>Texture</b></p> <ul style="list-style-type: none"><li>• Recall knowledge of texture learned earlier.</li><li>• Apply with proficiency, knowledge of creating Texture using different mediums by exercising control of intensity and variety of strokes.</li></ul>

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**Domain 3: Application of Drawing****Standard 1: Understanding the dimensions and proportions in Art, Craft, and Design**

All students will observe and innovatively create Art, Craft, and Design work using knowledge and skills of Drawing through an understanding of its dimensions and proportions.

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**Benchmark I:** Assemble innovative models on selected themes using available resources and indigenous materials. Design, make and use blocks for printing and transferring techniques.

<b>Student Learning Outcomes</b>
<b>Grade VIII</b>
<p><b>Block making</b></p> <ul style="list-style-type: none"><li>• Recall knowledge of stencil making and its uses.</li><li>• Use stencils to transfer designs on selected materials applying sharing techniques.</li><li>• Understand advanced use of stencils in real life.</li><li>• Show proficiency in Block making techniques using available natural and manufactured materials.</li><li>• Make blocks of selected designs applying block-making techniques.</li><li>• Print designs on available surfaces using blocks and applying Block printing techniques.</li></ul> <p><b>Model assembling and Model Making</b></p> <ul style="list-style-type: none"><li>• Use cardboard cutouts to make 'hollow' models of solids using folding, unfolding techniques.</li><li>• Recall preparation of plastic modelling materials, clay, flour, malleable clay.</li><li>• Create 'solid' models of solids using clay, flour, plastic clay and available materials.</li><li>• Demonstrate ability to creatively arrange 'hollow and solid' models in different combinations.</li></ul>

**Domain 4: Observation and Actualization**

**Standard 1:** Accuracy and creativity in Drawing

All students will record observation accurately through visual measurement in objective drawing and synthesize observation creatively and convey impressions through visual expression.

**Benchmark 1:**

Demonstrate the refined skill of increased observation to organize and record visual concepts; apply these findings for more detail and accuracy in drawing procedures.

<b>Student Learning Outcomes</b>
<b>Grade VIII</b>
<ul style="list-style-type: none"><li>• Students will demonstrate and apply the skill of increased observation:<ul style="list-style-type: none"><li>○ Explore their Interests in Drawing, Design, Art, and Crafts.</li><li>○ Perceive detailed observations and get more accuracy for expressing their ideas.</li><li>○ They Record observations visually.</li><li>○ Apply observation to improve accuracy and to enter detail in drawing procedures.</li></ul></li><li>• Use observation to rectify self-work and to comment on peers' work.</li></ul>

**Benchmark 2:**

Synthesize observations into impressions through thoughts, ideas, feelings, and meanings, and convey these creatively using drawing skills.

<b>Student Learning Outcomes</b>
<b>Grade VI</b>
<ul style="list-style-type: none"><li>• Use the skill of increased observation to combine lines, shapes, and solids creatively.</li><li>• Apply symbolic meanings of lines, shapes, and solids to express ideas, feelings, and thoughts.</li><li>• Observe the effects produced.</li><li>• Compare your work with that of your peers. Evaluate both.</li></ul>





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**Benchmark 3:**

Review and edit to improve drawings based on laid out criteria

<b>Student Learning Outcomes</b>
<b>Grade VIII</b>
<ul style="list-style-type: none"><li>• Finalize drawing and artwork:<ul style="list-style-type: none"><li>○ Assess own drafts paying attention to detail using drafting techniques and procedures.</li><li>○ Rectify and refine work based on given criteria.</li></ul></li></ul>

**Domain 5: Communication and Exhibition**

**Standard 1: Communication:**

All students will use the requisite art vocabulary to express knowledge of Drawing and Art materials and techniques and respond to their and peers' visual impressions.

**Benchmark I:** Use an expanded range of art vocabulary related to materials, tools, and techniques and to communicate their ideas, feelings, and impressions regarding their and others' work.

**Student Learning Outcomes**

**Grade VIII**

- Use with ease appropriate extended grade-level vocabulary related to materials, techniques, and methods.
- Understand that personal experiences and impressions influence the development of artwork.
- Demonstrate communicative ability to:
  - verbally describe concepts and processes
  - verbally express feelings and impressions
  - demonstrate the skill of understanding of creating and responding
  - differentiate between critique and criticism
  - reflect upon characteristics of own drawings and artwork
  - describe and compare attributes of own artwork to that of peers
  - suggest improvement using acquired knowledge and developed skill of application.

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**Domain 5: Communication and Exhibition**

**Standard 2: Exhibition:** All students will be involved in the process and presentation of their final outputs.

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**Benchmark I:**

Exhibit individually and in groups using allocated space efficiently and fairly, Drawing and Artwork reflecting principles of composition.

<b>Student Learning Outcomes</b>
<b>Grade VIII</b>
<ul style="list-style-type: none"><li>● Maintain a neat, titled, and dated record/ portfolio of collection of sketches and finished work.</li><li>● Follow essentials of an exhibition:<ul style="list-style-type: none"><li>○ Preparation includes appropriate and complementary bordering and framing/ mounting of exhibits mainly using recyclable materials and available materials.</li><li>○ Arrange using Principles of Composition.</li><li>○ Show ability of proper formatting, placement, and sequence according to the effect of light at the exhibition time.</li><li>○ Utilize allocated space/surface aesthetically for the vertical and horizontal display of finished work</li><li>○ Be fair in group work exhibits.</li></ul></li></ul>

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**Domain 6: Time Management Skills**

**Standard 1:** All students will exhibit Task Time-management skills through completion of task in time.

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**Benchmark I:** Allocate and manage time themselves to complete assignments in time.

<b>Student Learning Outcomes</b>
<b>Grade VIII</b>
<ul style="list-style-type: none"><li>• Students will be able how to utilize time allocation skills.</li><li>• They can demonstrate the ability to finish work in time.</li></ul>

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## **SECTION 4: TENTATIVE TOPICS FOR DRAWING CLASS**

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<b>Practical Assignments to be assigned as per criteria for the Class VI</b>
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Note: Class teacher should have to maintain Course plan according to given examples as per domains.

- Line Practice
- Verify line quality using pen and pencil.
- Line Practice with Vertical Blending and Horizontal Blending
- The practice of basic shape: cube, triangle, circle, and cylinders with their extended proportions
- Draw simple objects with pencil ratio proportion and balance.
- Draw vegetables and fruits
- Demonstrate the Understanding of Foreshortening, eye level, and spatial relationships
- Draw simple Still Life from observation in contour line.
- Draw Vegetal Motifs and Flowers.
- Making of Tree Texture such as Tree trunk and its Foliage.
- Simple landscape Drawing.
- Simple Human Form and Face drawing.
- Simple Animal and Bird drawing
- Design patterns in a Circle, Cube, and Triangle
- Tile designing
- Two Fish - Pastel Resist Technique
- Object Drawing – Still-life Using Oil Pastels and Poster Colours
- Picture Art
- Memory Drawing - A Village Scene
- Object Drawing
- Designing a Hand Bag
- Pencil Shading Landscape
- Lettering Sea World
- Colour the Picture
- Geometrical Designs
- Calligraphy Design

### **Some simple painting experiments**

- Creating Texture with salt and watercolour
- Making butterflies with tissue paper
- Mix media still life painting
- Fall Leaf Painting with Watercolour, crayons
- Crayon resist fall leaves machining of Fish banners
- Animal Drawing and painting
- Painting Shoes
- Painting on stones
- Tissue paper landscape

### **Crafts**

- Paper butterflies
- Clay Birds with colour

- Flower making with Coloured papers
- Mosaic flower pots
- Hand Prints
- Painting on Container, bottles and disposable glasses, and mugs
- Painting Bird Houses
- Reindeer sculptures making with cotton, threads, and sticks and colour them
- Painting a coffee mug
- Geometric angle craft

<b>Practical Assignments to be assigned as per criteria for the Class VII and VIII</b>
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Note: Class teachers have to maintain the Course plan according to given examples as per domains.

### **Objective Drawing/Painting**

- Draw moving water. Draw still water.
- Draw an object floating as well as Boats.
- Make a drawing of all of your drawing materials.
- Draw tools that belong to a particular profession.
- Draw three objects and their environments. One of the three should be in motion.
- Draw the interior of a mechanical object. Zoom in, focus on details and shading.
- Create three drawings of messes you have made.
- Draw five objects with exciting textures: wood grain, floors, tiles, walls, fabric, etc.
- Draw a collection of purses, wallets, or bags.
- Draw your favourite well-loved object or childhood toy.
- Draw a watch or another piece of jewellery.
- Draw something hideous that you keep for sentimental reasons.
- Draw something with a mirror image.

### **Human figure and Creativity**

- Draw someone you sit by in a strange pose.
- Draw family members with things that are important to them.
- Draw yourself (or someone else) painting toenails.
- Find a quiet place in a crowd. Draw the crowd.
- Draw a relative by the light cast from a TV/Phone/Computer or another screen.
- Make a portrait of yourself in twenty years. Or in fifty years. Or both.
- Draw a masked man (or woman) that is not a superhero.
- Draw the ugliest baby you can imagine.
- Draw two sports figures—one in a dynamic pose, one in a static posture.
- Draw two self-portraits with odd expressions.
- Draw something/someone you love.

### **Animals**

- Draw Animal in landscape
- Draw Flying Birds
- Draw your art teacher in a fight with an animal.

- Draw an animal playing a musical instrument.
- An animal is living in one of your appliances. Draw it.
- Draw a dead bird in a beautiful landscape.
- Draw something from a pet's point of view.
- Draw an animal taking a bath.
- Draw an animal taking a human for a walk.
- Combine three existing animals to create an entirely new creature.
- Draw a family portrait. Plot twist: It is a family of insects or animals.
- Draw an animal playing a musical instrument.
- Draw the terrifying animal you can imagine. Or the most adorable.

## **Food**

- Draw a slice of the best pizza you have ever seen.
- Draw junk food and the wrapper.
- Draw your favourite food.
- Create your restaurant. Draw the restaurant, your executive chef, and an 8-item menu.
- Draw the ingredients or process of your favourite recipe.
- Draw salt and pepper shakers.
- Draw fresh fruit or vegetables or something new from the oven.
- Draw a salad.
- Draw the oldest thing in your refrigerator.
- Draw a piece of fruit every day until it becomes rotten.
- Draw everything on dining table at your home.

## **Calligraphic**

- Draw Alphabetic shapes, 2D and 3D
- Calligraphic Shapes
- Calligraphic Painting
- Mix media in Calligraphy.

## **Technical Skill/Skill Development**

- Draw all the contents of your junk drawer with one continuous line.
- Make a detailed drawing of a rock.
- Draw a dark object in a light environment.
- Draw a light object in a dark environment.
- Make a detailed drawing of five square inches of grass.
- Draw a transparent object.
- Draw a translucent object.
- Do several studies of eyes, noses, and mouths in a variety of poses.
- Draw an interesting object from three different angles.
- Value Studies—Draw three eggs and part of the carton with a vital light source.
- Draw three metallic objects that reflect light. Focus on highlights and reflections.
- Refraction—Create two drawings of separate objects partially submerged in water.
- Make three drawings (your choice of subject) using materials with which you are not familiar.
- Draw a piece of patterned fabric with folds.
- Draw a bridge and all of its details.



## **Creativity/Originality**

- Draw yourself as an original superhero.
- Make a drawing that looks sticky.
- Draw a mysterious doorway or staircase.
- Draw an empty room. Make it interesting.
- Draw a flower. Make it dangerous.
- Draw an object melting.
- Draw an imaginary place, adding all kinds of details.
- Draw a gumball machine that dispenses anything but gumballs.
- Danger! Draw yourself in a dangerous situation.
- You are on the back of the bus. Figure out who is with you, where you are going, and why. Illustrate and explain.
- Draw what is under your bed (real or imagined).
- Draw the most incredible game of hide-and-seek you can imagine.

## **Open-Ended Themes**

- Make a truthful drawing.
- Make a drawing that lies all over the place.
- Make a drawing that is completely and utterly impossible.
- Story Illustration: Fix a story that you don't like, or reflect/improve upon one you do.
- Let someone else choose your subject and tell you what to draw.
- Draw your greatest fear.
- Use song lyrics, quotes, or poetry to inspire a drawing.
- Find the three most useless objects you can and draw them.
- Draw an exciting form of transportation.
- Draw something for which you are thankful.
- Go somewhere new and draw what you see.
- Draw something that can't be turned off.
- Draw something soothing.
- Draw something you think sounds or smells incredible.
- Draw something that needs fixing.
- Draw something you've always wanted.
- Draw something out of place.
- Draw something that should have been invented by now.
- Draw something you keep putting off or something that causes you to procrastinate.

## **Digital Art**

- Simple formation of Digital painting, Using Computer as a tool
- Digital Design formation/ computer added Design.
- Making of Floral and Vegetal Motifs
- Simple Geometry using Coral Draw and Photoshop Software.
- Simple Landscape Painting.

There are so many ideas for drawing and painting that enhance the creative capabilities among students of Class VI, VII, and VIII, which helps them their future selected Disciplines.

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## *SECTION 5: CLASSROOM METHODOLOGY*

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### **5.1: Essentials of Classroom Methodology**

It is essential to recognize that Drawing is a means of expression; hence, its instruction is different from that of other subjects. The methodology needs to focus mainly on guiding students and encouraging the free expression of their natural talent. Providing a secure environment where students are motivated to be active learners by having first-hand experience will instill responsibility for their learning. Students should not be pushed to absorb and rote-learn facts and figures of this subject; instead, they should be encouraged to increase their desire to learn by allowing them the process of learning by doing. Some essentials of teaching methodology regarding Drawing are given below:

- For practical drawing skills, teachers must create a student-friendly classroom environment where students are encouraged to come up with and respond to interesting and original ideas with enthusiasm.
- Students' natural sense of curiosity and wonder should be encouraged. Discovering through the power of observation and enhancing and polishing through the ability of invention and expression will immensely develop their perception, memory for detail, and ease of physical coordination. Further, lead them to the path of becoming independent learners.
- Being an activity-based subject, it emphasizes that interaction with Nature and surroundings should be encouraged.
- All Drawing activities should focus on the given SLOs. An integrated approach towards all the domains should be adopted.
- Students should be encouraged to produce their work instead of copying from Art books and other resources. This would show their understanding and ability to conceptualize observation into creative graphic expression.
- Much discussion with teachers and peers should be encouraged. This will enhance students' capacity to use grade-appropriate Art vocabulary. It will polish their communicative capabilities and critical faculties.
- The assignments should be so designed that the students can complete them in standard allocated time; however, it should be recognized that the student's proficiency level and the needed time is different from that of a teacher.
- Every assignment must be appropriately divided into simple steps/ activities and allotted for each. **Make** sure that this division is realistic and is followed diligently.
- Errors should be considered as steps towards learning. Teachers should encourage and help /aid students to identify their errors and provide remedies as well. The overcritical approach will cut off communication and will hamper future learning.

Teachers should calculate the number of instructional hours available and, accordingly, devise activities ensuring that these can be accomplished in the allotted time.

The overview of each week's lessons should be considered, and the lesson plan prepared carefully. It should be based on the required skills, variety of activities and methodology involved, teachers' supplementary materials, and any assessment to check student progress of the given SLOs and the teacher's assessment of having met the SLOs.

Please note that all skills identified in the domains are holistic acts and are to be taught separately or integrated according to need and purpose.

## 5.2: Instructional Strategies

Some strategies given below are to help the teacher meet the SLOs:

**Define** (introduce, explain, show, demonstrate).

Ensure that the meaning, use, and application of every new term, instrument, technique, or skill is fully explained to the student; collect/prepare relevant materials from immediate and extended surroundings if students cannot do so. Select the vocabulary and examples keeping in view the cultural context.

**Identify** (familiarise)

Allow and instruct students regarding the proper method of handling and using instruments and mediums. This will develop their confidence and the required skills. Also, teach them precautions to avoid mishandling, damage, and wastage.

**Draw** (technique or method)

Teach proper techniques by demonstration and by giving examples from immediate and extended surroundings. Promote the practice of techniques and their application.

**Interactive and participatory techniques**

Students should be encouraged to learn through innovative assignments. Provide interesting and relevant themes. Involve students in choosing objects, mediums, and colours. Make it an enjoyable activity by outdoor observation trips, making and comparing notes, and pair work or teamwork projects; wherever possible, arrange school bazaars to sell art and craftwork.

**Show, use and ask the use or ask to use.**

Practice using a variety of assignments to make a sound base for the application of these techniques. Acquaint the students with local crafts to learn skills and demonstrate the application of their learning.

**Relate to context.**

Activities and projects must relate to the requisite SLOs, using the surroundings and experiences of students. Avoid alien and abstract references.

**Practice of skills.**

Students should be encouraged to practice skills in a variety of exercises and applications.

**Display, explain, and reflect.**

Students' work should be exhibited and used for decorating their classroom and the school. Students should be encouraged to compare their and peers' work.

**Portfolio**

Assignments/projects should be designed so that the record for the whole term can be kept conveniently in a box or a portfolio. Dates and sequence are of utmost importance as they will help mark the progress and show the inclination toward specific skills. It helps in counselling students in areas that require improvement.

**Album (optional)**

The best work may be kept in an album to serve as a treasure for future reference and introduce an apprenticeship or selection of subjects such as Art and Model Drawing and Fine Arts in higher classes.

**Workbook/worksheets**

These can be prepared and used for practicing and examining required skills.

## 5.3: Supplementary Material

Teachers of Drawing must be familiar with techniques of making, designing, or providing supplementary materials/activities that effectively complement the textbook; however, care must be taken that these are accommodated within the allotted time.

Teachers can use innovative strategies to introduce supplementary materials in their Drawing classes. Nature and artificial environment provide plenty of effective no cost, low-cost materials that can be used for composition, craft, and model making. Students' observations and ideas should be encouraged and used in enriching the teacher's supplementary resources.

#### **5.4: No Cost, Low-Cost Materials**

Some low cost, no materials that can be used or recycled are listed below:

Nature: Wood, leaves, plants, resin, animals, pebbles and stones, clay, sand, charcoal, harmless minerals.

Artificial: Powder colours, pieces of useless cloth, local craft and pottery, useless things/clutter lying around the house, waste paper, glass, and plastic waste products.

This list is not exhaustive. Teachers can add or use locally available low-cost, no-cost materials.

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## ***SECTION 6: ASSESSMENT***

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Assessment is where a learner shows what he/she knows, understands, or can do, and his /her attainments are measured against criteria and other norms. Assessment is closely related to teaching to determine what knowledge, skills, and attitudes the students have acquired through the teaching process. The primary purpose of all assessments is to improve teaching-learning and assess by providing feedback to students and teachers.

The criteria are clearly laid out in the student learning outcomes, benchmarks, and standards in this document. The Assessment of Drawing is a multi-faceted process; accordingly, evaluation should be based on students' work and less on their theoretical knowledge. Students should be assessed informally and formally on their skills, creativity and communicability, and production of their Drawing and Art and Craftwork throughout the year.

### **6.1: Types of Assessment**

The recommended forms of assessment are:

#### **6.1.1: Periodic/Formative Assessment:**

It is an ongoing process throughout the academic session that helps learners learn better as errors and mistakes are identified, realized, and rectified; it also gives the teacher information about his/her teaching. Periodic/Formative Assessment includes observation, diagnosis, consolidation, and follow-up assessment in test assignments, quizzes, self and peer assessment, group discussions, and teacher observation. It helps the teacher assess students' performance and learning in relation to course objectives and improve his/her teaching accordingly. To maximize improvement, the teacher must provide feedback to the students regularly.

#### **6.1.2: End- of Term/Formative Assessment:**

It is a formal, structured infrequent measure of learners' achievement traditionally through an end-of-academic session examination. It determines a student's promotion to a higher grade. It does not allow the students to rectify errors and does not help in the learning process, nor does it provide awareness to teachers about their teaching methodology. It is recommended that the same variety of tools should be used for both types of assessment.

### **6.2: Scheme of Assessment**

To assess skills, we should use both portfolio assessment and the end-of-year final exam. At least two different practical tasks should be given in the final exam. The portfolio should be developed over the entire academic session; it is suggested that the portfolio be graded out of 25 marks. The portfolio marks will be added to the final exam marks for calculating the total marks out of 75.

As Drawing is practical and creative work, a single piece of drawing cannot assess the required standards and benchmarks. Hence, students' work must be evaluated for ongoing assignments, and progress is graded. This grade is added to the final evaluation at the end of the year. It is also essential for the students to critique a work of art, for example, a peer's work. It includes his/her ability to express and justify an opinion suitable to the age and the capacity of the student to judge the work (e.g., techniques and graphic expressions) using his current level of knowledge and skills (see D5, S1).

Assessment of imagination is complex, so care should be taken to mark creativity in portfolio assessment and the final exam.

The teacher should give formative feedback in the portfolio through a critique, in simple remarks, to show students' progress in each domain. However, only the final critique in each domain will be graded. Assessment by the critiques must be aligned at each level when it is realized at the time of the assignment.

### 6.3: Criteria for Assessment

#### 6.3.1: Suggested criteria for final exam

*Art teachers and students must know and practice the given criteria for ongoing classwork, class assessment, and formative assessment.*

#### Suggested criteria for portfolio assessment

- Assignment comprehension: Work within assigned parameters, understanding the specific skill or area, e.g., sketching, rendering, craft such as model-making.
- The individuality of expression as demonstrated in the task/assignment without reference to any known work (copied work).
- Students' involvement in the work assigned inside and outside the classroom should be demonstrated to any extent.
- Level of experimentation with media, imagery, and material.
- Observation skills and ability to synthesize observation into graphic expressions and the degree of accuracy and detail required.

*It is to be noted that the above criteria refer to students' work at the assignment time.*

#### 6.3.2: Making scoring Rubrics (a checklist with criteria and points)

Carefully planned to mark schemes and focused rubrics guide assessors towards objective marking, help in reducing subjectivity, and ensure accurate professional judgment. Scoring rubrics consist of performance criteria and a way to rate them.

**Table 6.1: Sample rubric for marking Portfolio, Exhibition and Communication Skills**

A sample Rubric for marking portfolio, exhibiting Art and Craftwork, and Communication skills are given below.

S.No	Performance Criteria	Marks 100
1	<b>Sketchbook maintenance</b> Appropriate and skillful use of tools such as drawing and geometrical instruments ( Home Assignment)	20%
2	Effective and skillful application of Techniques; sketching, composing, rendering	25 %
3	Observation skills (accuracy in/of detail; creativity and visual expression)	25%
4	<b>Exhibition</b> Display and presentation of Art and Craft	10%
5	The neatness of Portfolio and Crafts	10%
6	<b>Communication</b> Skillful verbal use of Art Vocabulary	10%
	<b>Total</b>	<b>100%</b>

**Table 6.2: Sample rubric for marking a single Assignment**

A sample rubric below provides criteria to judge the overall quality of the students' work in the final examination.

This rubric sample is only one assignment. Teachers and assessors can use the given percentage criteria and convert it into marks for each given assignment. Moreover, the percentage for each area of the performance criteria must be split for pre-determined specific areas of achievement for that particular assignment.

<b>S.No</b>	<b>Performance Criteria</b>	<b>Marks 50</b>	<b>Percentage</b>
1	Appropriate and skillful use of mediums, materials, and tools	5	10%
2	Sketching/drawing (line work, method, accuracy and detail) using Observation skills	25	50%
3	Effective and skillful use of composing and rendering Techniques	15	30%
5	Neatness	5	10%
	<b>Total</b>	<b>50</b>	<b>100%</b>

*All the aspects of Drawing will be assessed according to the SLOs for each grade.*

Teachers can make their rubrics following the ones given above according to the specific needs of Formative assessment. The rubrics should preferably be shared with the students before they begin a task. Throughout the year, it is suggested that the teacher use these assessment criteria and share them with the students to enhance their analytical abilities for self and peer-assessment for improvement and critique.

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## **SECTION 7: GUIDELINES FOR SELECTION AND DEVELOPMENT OF TEXTBOOK/ MATERIALS WRITING**

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### **7.1: Purpose of the guidelines**

A textbook remains one of the most extensively used resources in Pakistani academics as learning materials. Material is not easily available in some teaching-learning contexts. Therefore, it is essential to improve both the quality of content and the presentation of textbooks to support the successful implementation of the current curriculum.

The primary purpose of these guidelines is:

- a) To provide sufficient knowledge of the basic steps involved in designing innovative learning materials.
- b) To help develop insight into writing relevant and contextually appropriate textbooks and developing teacher's guides, keeping in mind the learning objectives, the assessment procedures specified in the present curriculum document.

These guidelines will also be helpful to teachers and reviewers in assessing the educational value of different learning materials/textbooks.

### **7.2: Process of Textbook Development**

Writing a good textbook requires an insight into the teaching/learning situation, the specific learning objectives of a grade at a particular developmental level, and the tools for formative and summative evaluation. Moreover, sustained practice is required to plan and develop textbooks that provide students with sufficient and appropriate input and practice activities.

Criteria, therefore, need to be set not only for the production of quality material design and development but also for the textbook writers. The textbook writers must be able to develop a variety of well-structured, skills-balanced material that caters for a complete developmental level and not for a single grade only.

They should have the requisite background, experience, expertise in Drawing and Art teaching and materials writing (a bio-data of the authors' background, experience, and expertise should be provided at the end of the textbook.)

It is to be noted that textbooks will not be the only resource used for assessment. A textbook will be a contributing resource for the acquisition of the SLOs given in this document. Although it is not desirable to have rigid rules for textbook development, textbook writers must develop a common framework to serve as a reference point. It can be done through the stages described below:

#### **7.2.1: Stages of Textbook Development**

- Textbook development involves at least five stages:
- Planning
- Materials writing
- Editing
- Review
- Pilot testing and Revision



## ***Planning***

Planning is necessary for writing quality materials. Therefore, maximum time should be spent on the planning stage.

In the planning stage:

### **General**

- Consider the number of periods (class hours) in an academic year allocated to the teaching of Drawing.
- Read the curriculum document carefully to familiarize yourself with the domains and standards for developing skills required for Drawing. Review the benchmarks for the specific grade level for which the textbooks are to be written.
- Review SLOs for each grade level within the given developmental stage.
- Identify learning outcomes for each unit of the textbook.
- Decide on the key ideas, skills, sub-skills, etc of a domain in each unit.
- Decide the weighting to be given to different skills within each unit.
- Organize the key, skills, sub-skills.
- Decide the kind of activities appropriate for the age level and SLOs of that particular grade.
- Ensure to build flexibility and adaptability; the textbook should be suitable for rural and urban settings, existing circumstances, materials, and modes of expression.
- Ensure that the textbook's language and contents are comprehensible to students and teachers, and other stakeholders.
- Plan on a detailed page of contents.

### **Specific**

- Include relevant information to introduce each domain using high-quality graphics and images. Ensure their relevance with the text, e.g., how to exploit the pencil as a flexible and useful tool in drawing, composing a good sketch, and rendering light, shade, depth, and distance.
- Avoid an overload of theoretical information; instead, use practical activities as these are a better way of realizing the targets of the SLOs.
- Use symbols, figures, drawings, sketches, i.e., line language relevant to the subject and the cultural context of the students.
- Include instructions that the textbook illustrations should not be copied as assignments.
- The book should be written as a guidance manual. It should have a professional look with a developed format.
- The textbook should be organized for integrated vertical and horizontal learning.

## ***Materials writing***

In the material writing stage:

- Consider ways in which drawing contributes to contemporary daily life.
- Ensure that the language and contents of the book are comprehensible to students, teachers, and other stakeholders.

### **Language**

- Use simple language and avoid unnecessary words.
- Ensure vocabulary is relevant to the subject of Drawing and also has links with local and cultural context.

- Induct requisite vocabulary to avoid an overload of vocabulary items; it should progress along with the progressive buildup of knowledge and skills.
- Use descriptive language; it helps the students visualize and understand the meaning of the text.

### **Contents**

- Select content concerning the age/grade level and interests of the students.
- Organize and layer contents for vertical and horizontal learning and integration of domains.
- Use short precise descriptions with suitable supporting real-life and contextual examples.
- According to existing circumstances, the mode of content expression should be suitable for urban and rural settings.
- Develop activities on selected skills, sub-skills; ensure the activities a) are in line with the SLOs for a particular grade; b) provide sufficient independent and integrated practice of skills.
- Include activities that generate practical application and experience.
- Concepts and activities should progress in realistic order from simple to complex. Promote recalling initial knowledge to support and elaborate complexity of advanced levels.
- Aim at developing observation skills through content.
- Promote self-learning and critical analysis through tasks and activities to make students understand the value of critical judgment of a work of art.
- Include sufficient review exercises.
- Include relevant information to introduce each domain using high-quality graphics and images, ensuring their relevance with the text, e.g., exploiting the pencil as a flexible and useful tool in drawing, composing a good sketch, and rendering light, shade, depth, and distance.
- Avoid an overload of theoretical information; instead, use practical activities as these are a better way of realizing the targets of the SLOs.
- Use symbols, figures, drawings, sketches, i.e., line language relevant to the subject and the cultural context of the students.
- For textbook illustrations, decide which illustrations are to be used and prepare an art brief with instructions for the illustrator and designer.
- Time management is of essential importance; design the assignments and chapters to fit the time and justify the marks allotted to the subject.
- Provide a vocabulary index with its meanings at the end of the book.
- Focus the summary of each unit's knowledge & skills, and rules (if any) at the end of each unit.
- Provide a progress test focusing on one or more skills taught after two or three units to assess the SLOs focused upon in these units.

### ***Important***

- The book should be written as a guidance manual.
- The textbook should be organized for integrated vertical and horizontal learning.
- It should have a professional look with a well-developed format and contents page.

### ***Editing***

In the Editing stage, ensure

- Clarity of instructions, illustrations, captions, etc., must be given.

- Format of each unit (level headings).
- Mechanics such as grammar and spelling

### ***Peer Review: Self Review and Peer Review***

This stage is necessary to ensure

- Accuracy and authenticity of facts.
- Relevance to SLOs.
- Appropriateness to Pakistani teaching/learning environment
- Variety and appropriateness of activities.
- Sufficient review activities/exercises.

### ***Pilot Testing and Revision***

In this stage

- Give the materials to selected teachers for trialing in their classrooms.
- Revise the materials according to feedback received from the teachers.

## **7.3: Process of Development of a Teachers' Guide**

Teachers' Guide serves to educate teachers and could be seen as helping teachers develop professionally. Therefore, all textbooks should be accompanied by a Teachers' Guide to inform teachers how to best use it to facilitate student learning. For example, the Teachers' Guide should provide a detailed explanation of key concepts, ways to teach a particular topic, and further examples that could be given to facilitate learning.

### **7.3.1: Essential functions of Teachers' Guide**

Teachers' Guide should be easy to understand and use. It must be based on accompanying textbook skills, knowledge, and strategies for the teacher grouped according to the unit and sequenced to correspond with the text.

Teachers' Guide should:

- Expand and develop the teacher's repertoire of knowledge and skills.
- Help a teacher teach the text, and extend activities by keeping contextual realities in view.
- Provide various teaching strategies and rationale for suggested teaching.
- Familiarize teachers with various assessment strategies.
- Provide additional teaching-learning resources, e.g., photocopiable material that teachers can use in their classrooms.
- Contain information sources for teachers' ongoing professional development.
- Provide extended activities and show how to conduct them.

### **7.3.2: Stages of Teachers' Guide Development**

A Teachers' Guide should have the following components:

- Title
- Introduction
- Overview of SLOs
- Detailed instructions regarding methodology, learning activities, and assessment procedures
- Further reading material.

### ***Planning***

- According to the textbook, identify teaching strategies appropriate to the context of teaching and learning and rationale for each strategy.

- Identify which teaching strategies are suitable for teaching knowledge, skills, and dispositions in each unit.
- Identify what extended activities students could do with the teacher's help to develop target knowledge, skills, and dispositions.
- Identify resources needed for teaching strategies and extension activities.
- Identify sources of information that teachers can use to develop their content and pedagogical knowledge and skills.
- Identify gaps in resources or strategies that will need to be developed or explained.
- Identify assessment strategies that require further explanation for practical use by the teachers.

### ***Writing***

- Address the teacher(s).
- In the introduction, give the general philosophy of the curriculum.
- Give a brief overview of the textbook structure and various units; also include skill focus and main teaching points for each unit.
- State SLOs for each unit.
- Write each unit sequence corresponding to the textbook for ease of cross-referencing.
- Identify constraints and strengths of each strategy or activity, especially if these are likely to be new for teachers.
- Explain how to implement each instructional strategy, adding resources or sources of information as needed.
- Explain each assessment strategy (strengths, weaknesses, procedures for implementation) and give examples of questions, tests.
- Explain how and where teachers can develop low-cost or no-cost resources.
- Decide where illustrations are needed, and prepare a brief for the illustrator.
- Recommend additional reading material for teachers.

### ***Editing***

- Check guide is error-free.
- Check that steps for each strategy/ activity are easily understood.

### ***Piloting and Revision***

- Ask teachers to use the guide for teaching the textbook.
- Revise according to feedback from teachers.

## **7.4: Checklist for Textbook Writers, Teachers, and Reviewers**

The following questions can help in reviewing the quality of textbooks:

1. Is the textbook material related to the goals of the curriculum?
2. Is a Teachers' Guide included?
3. Layout
  - a) Is it attractive, appealing, and user-friendly?
  - b) Is it colourful and affordable? Has it a perfect colour scheme?
  - c) Does it have adequate page size, line spacing, font size, title, and subtitles?
  - d) Does it use a consistent format throughout in language, content, and activities?
4. Does it have
  - a) An introduction explaining how to use the textbook?
  - b) Has it a detailed content page?
  - c) Has it glossary / vocabulary index/ appendices?

5. Do the illustrations (maps, pictures, drawings, graphs) help us understand the content better?
6. Are there suggestions for
  - a) Further reading in the area?
  - b) Websites for further information?
7. Content
  - a) Is the content accurate, authentic, and up to date?
  - b) Is the content culturally and contextually relevant?
  - c) Is the content relevant to the needs, age, and level of understanding of the students?
  - d) Is the content suitable for the skills it is supposed to develop?
  - e) Is the language readable, understandable, and easy to follow? Appropriate for the students who will use it?
8. Language
  - a) Is the language used easily comprehensible for teachers and students?
  - b) Are the instructions for tasks and activities clear?
9. Methodology
  - a) Do the activities/ exercises encourage students to
    - o Think critically
    - o Develop and integrate a range of skills and techniques
    - o Be creative?
  - b) Are activities
    - o Suitable for the needs of the learner?
    - o Such that they ensure student participation in real-life issues?
10. Assessment
  - a) Is a variety of assessment strategies suggested and used in progress tests?
  - b) Are criteria for evaluation suggested and discussed in the teacher's manual?
11. Review and Revision
  - 1) Is there a built-in review system?
  - 2) Is the review system sufficient to develop an awareness of what is learned?
  - 3) Are the review activities practical to recall and check previous learning?
  - 4) Do the review exercises engage students to develop their creativity and engage them in higher-order thinking?
  - 5) Is the review system adequate to prepare for terminal tests?
  - 6) Are there samples for tests and exams after a few units?
1. Do the text, questions, and suggested activities allow the students to relate and apply the knowledge and skills gained to real life?
2. Any other, e.g., Appropriateness for use in both urban and rural settings?

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## *SECTION 8: TEACHER TRAINING*

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Drawing plays a significant role in our cognitive development. It can help us learn to write and think creatively, develop hand-eye coordination, hone analytic skills, and conceptualize ideas. Drawing is rarely used as a tool for learning in schools. Generally, most high school teachers are not trained in visual education.

Drawing should not be confined to art lessons – it is a skill that can play a role in many different subject areas in school education and later on in the workplace. For high school students, drawing can be incorporated into learning in many ways, including visual mapping, reflective thinking, organizing and presenting information, and a way of communication that can transcend language barriers. Nevertheless, the transition from primary to high school often brings out insecurities in one's drawing ability. It means students can be reluctant to use drawing as a way of organizing their thoughts.

In This regard, Drawing Teachers can play a vital role in the development of art education. Hence, for the current curriculum to be implemented successfully, pre-service and in-service teacher training programs must aim to familiarize the teachers with the new curriculum and train them to implement it at the classroom level in varied teaching and learning contexts. The overall objective of the teacher training programs should be developed "self-directed," reflective, and analytical teachers who do not merely passively teach a textbook but are willing to adapt and supplement the existing material with their teaching materials and classroom activities. However, short in-service teacher training programs must be conducted to enable teachers to understand and teach the new curriculum using prescribed textbooks and handle supplementary materials. Similarly, more extended teacher education programs at the Diploma and Bachelor's level should also focus on introducing the teachers to the new curriculum and its underlying philosophy, principles, related methodology, and assessment procedures.

Drawing is a 'language' for expressing ideas, thoughts, and feelings. It requires a slightly different approach than the one used for the teaching of other subjects. Drawing teachers, on their part, should be willing to improve their basic knowledge of techniques and principles of composition and design. More importantly, they need to go through an attitudinal change. In particular, the teachers need to understand that *Drawing is not about copying illustrations from textbooks*. Instead, the role of a teacher and the textbook is to support the learners in developing the requisite skills and techniques for sketching and composition, such as pencil for a variety of strokes and ways of creating depth, distance, etc. It requires the teacher to build an in-depth understanding of stages in composing a final piece of art. Also, the teachers should realize opportunities to be provided to the students to develop their expression and creativity. The natural observation skills of children need to be developed, particularly in rural settings where the children are in constant touch with the varied colours and patterns of nature. Using the abundant natural resources available in the rural environment, in particular, would help bridge the gap between classroom learning and students' real lives.

It is suggested that Drawing Teachers' training may be linked with University programs of Art, Design, and Craft. The class time for the Drawing Class may be converted from two periods to four periods in a week which is universally approved.

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## ***CURRICULUM & TEXTBOOK REVIEW COMMITTEE***

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This curriculum of Drawing for Grade VI-VIII is based upon the National Curriculum for Drawing, reviewed and updated in the view of emerging trends, needs & current scenario by Experts of the subject, (Drawing, Curriculum, Assessment, Language, Communication & Visuals) field practitioners and Working Teachers at the Directorate of Curriculum, Assessment and Research DCAR-Sindh Jamshoro.

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**GOVERNMENT OF SINDH  
SCHOOL EDUCATION & LITERACY DEPARTMENT**

Karachi, dated the 13<sup>th</sup>, December 2021.

**NOTIFICATION**

**NO. SELD/HCW/18/2018:** In compliance with the Section 3, sub-section (4), (e) of Sindh School Education Standards & Curriculum Act 2014, Sindh Act No. IX of 2015. School Education & Literacy Department, Government of Sindh is pleased to accord **No Objection Certificate** for **publishing of Updated Curriculum Drawing Grade VI to VIII (2022)** after review by the Directorate of Curriculum, Assessment & Research and incorporation of suggestions/ recommendations of Quality Assurance Committee.

**GHULAM AKBAR LAGHARI  
SECRETARY TO GOVERNMENT OF SINDH**

**NO. SELD/HCW/18/2018:**

Karachi, dated the 13<sup>th</sup>, December 2021.

**A copy for information and necessary action to:**

1. The Chairman, Sindh Textbook Board, Jamshoro.
2. The Chief Advisor Curriculum Wing, School Education & Literacy Department, Govt: of Sindh, Karachi.
3. The Director, Directorate of Curriculum, Assessment & Research, Jamshoro.
4. The P.S to Secretary School Education & Literacy Department, Govt: of Sindh, Karachi.
5. The official website.
6. The office file.



**SECTION OFFICER** 10/12/2021  
For SECRETARY TO GOVERNMENT OF SINDH





