



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

SENIOR PRIMARY PHASE

ARTS SUPPORT SYLLABUS

GRADE 4-7

For implementation in 2024

Ministry of Education, Arts and Culture
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Arts Syllabus Grade 4 - 7

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1. INTRODUCTION

This syllabus describes the intended learning and assessment for Arts in the Senior Primary phase. As a subject, Arts is within the aesthetic area of learning in the curriculum, but has thematic links to other subjects across the curriculum.

Aesthetic area includes learning to value and to communicate through the arts, and to apply aesthetic qualities in other areas as well. It involves sensory, emotional and intellectual experience, and not least creative thinking and activity.

In Grade 4-7, two periods per week are allocated to Arts.

Under optimal circumstances, this subject would need two (2) periods per week/cycle.

2. RATIONALE

Arts promote the holistic development, balanced growth, socialisation and development of the creative ability of a learner. The subject area is a means through which the process of unfolding, stimulating and capturing the learner's imagination and self-expression takes place. Through this subject area learners explore their inner selves, their environment, and make discoveries about communication through arts media.

An arts course should encourage personal expression, imagination, sensitivity, conceptual thinking, powers of observation, an analytical ability and practical attitudes. It should lead to greater understanding of the role of the visual arts in the history of civilisations; widen cultural horizons; and enrich the individual. In addition, it should combine a breadth and depth of study so that it may accommodate a wide range of abilities and individual resources.

Arts complement literary, mathematical, scientific and factual subjects. It is especially concerned with the development of visual perception and aesthetics and is a form of communication and a means of expressing ideas and feelings.

The Arts syllabus for the Senior Primary phase aims at building on the basic concepts of the arts without losing sight of the interconnectedness of activities, developing a spirit of enquiry and experimentation, fostering skills of observation and creativity, and reinforcing work in other areas of the curriculum. The syllabus provides a broad experience-based arts curriculum for all learners. Arts supports and enhances the skills needed in other subjects.

One of the most fundamental modes of human learning is through play, imitation, music, movement and visual expression. Before they start school, learners will have a repertoire of acquired competencies, which when refined, become artistic expression. The areas where their acquired competencies are strongest will vary from learner to learner.

3. AIMS

Arts promote the following aims in the curriculum:

- develop the learners' social responsibility towards other individuals, family life, the community and the nation as a whole;
- enable the learners to contribute to the development of culture in Namibia;
- promote wider inter-cultural understanding.

Technical aims include:

- developing skills in handling a variety of arts media;
- developing the ability to choose appropriate media for the task at hand;
- developing a sense of fulfilment in their own abilities to use media and technique;
- an appreciation of the technical abilities of other artists.

Expressive aims include:

- developing the ability to express their own ideas, feelings and opinions visually and verbally;
- exploring the potential of various visual art media as avenues for personal expression;
- developing confidence in their individual powers of expression.

Perceptual aims include:

- developing a sense of the aesthetic potential of the visual environment and an understanding of the possibilities for its artistic interpretation;
- developing the ability to transform visual arts media into individual responses to reality;
- demonstrating their understanding of visual, spatial and conceptual realities.

Appreciation aims include:

- attaining an understanding of the meaning and significance of visual art from their own and other cultures, both historical and contemporary and the contributions made by such work to the world today;
- relating the work of other artists to their own artistic activity;
- using the art terminology with confidence when evaluating their own work and that of other artists.

Arts education promotes cultural awareness and appreciation by:

- stimulating the learners' imagination and creativity;
- encouraging self-expression, confidence and communication with others;
- fostering self-discipline, responsibility and cooperation;
- initiating the development of using the arts as a means of expression;
- enhancing problem-solving skills.

This syllabus is intended as a broad course exploring practical and critical/contextual work through a range of two-dimensional and/or three-dimensional processes. Where Arts as title or descriptor is used in this syllabus, it also encompasses new technologies in addition to traditional media and processes.

It encourages learners to develop:

- an ability to record from direct observation and personal experience;
- an ability to identify and solve problems in visual and/or other forms;
- creativity, visual awareness, critical and cultural understanding;
- an imaginative, creative and personal response;
- confidence, enthusiasm and a sense of achievement in the practice of arts;
- growing independence in the refinement and development of ideas and personal outcomes;

- engagement and experimentation with a range of media, materials and techniques, including new media where appropriate;
- experience of working in relevant frameworks and exploration of manipulative skills necessary to form, compose and communicate in two and/or three dimensions;
- knowledge of a working vocabulary relevant to the subject and an interest in and critical awareness of other practitioners, environments and cultures;
- investigative, analytical, experimental, interpretative, practical, technical and expressive skills which aid effective and independent learning.

4. INCLUSIVE EDUCATION

During the Senior Primary Phase all learners will be able to achieve more than a minimum level of competence, some will be able to do much more. A few learners will just be able to manage the minimum, and must receive support teaching through adapted materials, flexible approaches, assistance from peers and individual attention by the teacher.

A small number of learners may have special educational needs, which might require greater individual attention or resources. Some will have disabilities, which do not necessarily limit cognitive and affective learning and development, e.g. visual or hearing impairments or other physical challenged. The arts lend themselves especially well to developing perceptive and expressive skills in learners with special educational needs. Teaching, materials, and assessment for these learners will need to be more specifically adapted in inclusive classes.

Intellectually gifted learners should be catered for through challenging activities and enrichment information. Extra work on the same level as that of other learners cannot be considered as enrichment activities. Enrichment activities must challenge their intellectual level.

Gender issues should be approached through artistic expression and through the organisation of work. Boys and girls have different ways looking at and reacting to the world around them and expressing these views in their art. By working together in Arts, they can enrich one another's way of understanding and expressing themselves.

5. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

Visual art, music, drama and dance are always about something. That "something" will be matters of interest and concern on the part of the learners, much of which is contained in themes and topics from other subjects such as Social Studies, Religious Education, and Languages, Mathematical, Scientific and factual subjects. The arts provide scope for reflecting over and expressing feelings and thus for developing emotional as well as cognitive intelligence more than many other subjects. Cross-curricular issues such as the environment and Human Rights and Democracy are main concerns of learners. The HIV and AIDS pandemic with widespread illness and death is one area where arts can help learners deal with difficult reactions and feelings. The learner will gradually work through these to build empathy with the victims, self-confidence, assertiveness and hope for themselves and support for others.

Role-play, mime, dramatisation and art work are used as part of learner-centred teaching methods in other subjects. Developing the learners' skills in these areas, Arts will help improve their learning when using them in other subjects and thus enhance learning across the curriculum.

The cross-curricular issues include Environmental Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD), Information and Communication Technology (ICT) and Road Safety. These have been introduced to the formal curriculum to be dealt with in each subject and across all phases, because each of the issues deals with particular risks and challenges in our Namibian society.

All of our learners need to:

- understand the nature of these risks and challenges;
- know how they will have impact on our society and on the quality of life of our people now and in the future;
- understand how these risks and challenges can be addressed on a national and global level;
- understand how each learner can play a part in addressing these risks and challenges in their own school and local community (community-based project).

The main risks and challenges have been identified as:

- the challenges and risks we face if we do not care for and manage our natural resources;
- the challenges and risks caused by HIV and AIDS;
- the challenges and risks to health caused by poor personal hygiene, pollution, poor sanitation and waste management;
- the challenges and risks we face if we do not adhere to Road Safety measures;
- the challenges and risks to democracy and social stability caused by inequity and governance that ignores rights and responsibilities;
- the challenges and risks we face from globalisation.

Since some topics/activities are more suitable to address specific cross-curricular issues, those issues will receive more emphasis in those particular subjects. In this syllabus the following are links to cross-curricular issues:

Environmental Learning	HIV and AIDS	Population Education	EHRD	ICT	Road Safety
Grade 4					
Visual art (Handicrafts), beadwork, paper folding, hide work, leather work, spirelli weaving, weaving, macramé, puppet making, tin work, patch work, 3 D-work, paintings, drawing, collage, mosaic, construction, modelling.	Drawing, painting, singing.	Painting.	Visual art (Handicrafts), beadwork, paper folding, hide work, leather work, spirelli weaving, weaving, macramé, puppet making, tin work, patch work, 3 D-work, paintings, drawing, collage, mosaic, construction, modelling.	Use the paint program to draw pictures.	Drawing, painting, singing.

Grade 5

Using materials from the environment, visual art, songs and drama about the environment.	Drawing, painting, songs, drama, about HIV and AIDS.	Population issues expressed through drawing, music, drama.	Songs, music, drama about Human Rights.	Use the paint program to draw pictures.	Drawing, painting, songs, drama, about Road Safety.
Grade 6					
Using materials from the environment, visual art, songs and drama about the environment.	Drawing, painting, songs, drama, about HIV and AIDS.	Population issues expressed through drawing, music, drama.	Songs, music, drama about Human Rights and Children's rights,	Use the paint program to draw pictures.	Drawing, painting, songs, drama, about Road Safety.
Grade 7					
Using materials from the environment, visual art, songs and drama about the environment.	Drawing, painting, songs, drama, about HIV and AIDS and about one's own feelings about it.	Population issues expressed through drawing, music, drama.	Songs, music, drama about Human Rights, Children's rights, Rights of the Girl child, expressing oneself freely.	Use the paint program to draw pictures.	Drawing, painting, songs, drama, about Road Safety and about one's own feelings about it

6. APPROACH TO TEACHING AND LEARNING

The approach to teaching and learning Arts is based on a Learner-Centred Education (LCE) as described in ministerial policy documents and the LCE conceptual framework. This approach ensures optimal quality of learning when the principles are put into practice.

The aim is to develop learning with understanding, knowledge, skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, community and through interaction with the environment. Learning in the school must involve, build on, extend and challenge the learner's prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners, the nature of the learning to be done and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons.

The teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey content directly, when it is best to let learners discover or explore information for themselves, when they need directed learning, when they need reinforcement or enrichment learning, when there is a particular progression of skills or information that needs to be followed, or when the learners can be allowed to find their own way through a topic or area of content.

Work in groups, in pairs, individually, or as a whole class must therefore be organised as appropriate to the task in hand. Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair or group work is needed to complete it, otherwise the learners will not see any relevance in carrying out tasks together. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work, under the teacher's guidance.

A relevant topic is given according to the grade interest and development for each term. The learners have to do research on the topic and write a simple play. They must have a story line with a beginning, climax and an end (happy or sad). They must write appropriate music and create appropriate dance sequences for the relevant topic. They must create props (visual arts) for the play. They perform the play for assessment in the class. The learners may use expertise from the community to help them with the music and dance sequence. This will take approximately six to seven weeks. The rest of the term the learners will learn and master new useful handicraft activities.

7. END-OF-PHASE COMPETENCIES

On entry to the Senior Primary phase, all learners are expected to be able to master a variety of handicrafts. In Grade 5 all learners are expected to be able to write a short play by adding text to story lines and perform it. The play must consist out of dialogue, music, dance and visual art. All the learners will be able to manage the minimum number of competencies.

On completing the Senior Primary phase of education in Arts, learners are expected to be able to write a play and perform it. The play must consist of script, music, dance and visual art relevant to the topic.

8. SUMMARY OF THE LEARNING CONTENT

Arts is first and foremost a developmental rather than a rigidly structured subject. As such, it is not desirable to try to prescribe a structured progression. The content and competencies are generic. As the learner develops, the command of art topics and expression should become more sophisticated.

Note to teachers: When selecting **handicrafts** in Grade 4, please consult the Home Ecology teacher(s) for Grade 5-7 to determine which handicrafts they will cover. It is recommended that the same handicrafts are not taught in Arts and Home Ecology in the same school. This will expose learners to a greater variety of handicraft skills.

The following table gives an overview of what learners should be able to do:

EXPLORING		Dance Drama Music Visual Art
PLANNING/PARTICIPATING		Individual involvement and group processes
CREATING:	Visual art	Colour; Shape; Texture; Pattern, Line, Composition Drawing, Printing, Painting, Collage, Mosaic, Weaving, Construction, Modeling, Design, Macramé
	Music	Singing Playing Creating
	Drama	Mime Dialogue (script) Role and character Story (plot) Props, costumes and decor
	Dance	Improvised dance Traditional dance Choreographed dances
APPRECIATION		Express, Explore, Experiment and Communicate

9. LEARNING CONTENT

THEMES AND TOPICS 1. EXPLORING				
LEARNING OBJECTIVES <i>Learners will:</i>	GRADE 4 COMPETENCIES <i>Learners should be able to:</i>	GRADE 5 COMPETENCIES <i>Learners should be able to:</i>	GRADE 6 COMPETENCIES <i>Learners should be able to:</i>	GRADE 7 COMPETENCIES <i>Learners should be able to:</i>
- become aware of movement and gesture - become aware of the possibilities of voice and sounds - become aware of the possibilities of characterisation		in drama: experiment individually and in groups with facial expressions, voice projecting	in drama: experiment individually and in groups with facial expressions to distinguish between good and bad, happy and sad	in drama: experiment individually with facial expressions (anger, happiness, fear, sadness, surprise), experiment in groups with facial expressions (anger, happiness, fear and sadness)
- become aware of body movement - become aware of body expressing		in dance: experiment with body expression with and without music	in dance: experiment with movement with and without music: heavy/light, tense/relaxed, fast/slow, high/low	in dance: - experiment backwards/side-ways/turning, sound production, stillness/movement, forwards with and without music - make positive contributions in group processes, ensure that no-one is left out, give response to others about their work/ideas when invited to do so

THEMES AND TOPICS 1. EXPLORING (cont)				
LEARNING OBJECTIVES <i>Learners will:</i>	GRADE 4 COMPETENCIES <i>Learners should be able to:</i>	GRADE 5 COMPETENCIES <i>Learners should be able to:</i>	GRADE 6 COMPETENCIES <i>Learners should be able to:</i>	GRADE 7 COMPETENCIES <i>Learners should be able to:</i>
- investigate and explore moods and dynamics in voice tones - co-operate in a group, respecting the needs of others - experiment with timbre	in music: experiment in groups with vocal sounds	in music: experiment in groups with vocal sounds, vocal range and vocal colour by using loud/soft; different vowels and consonants to imitate environmental sounds (dogs, cats, cows, goats, cars)	in music: - experiment individually and in groups with different pitches (high, low, middle) - demonstrate the difference between the tempo of full, half and quarter notes by clapping it - keep rhythm, tempo and pitch, singing in a conducted group or alone	in music: - experiment with the building of simple musical instruments - use degrees of loudness, softness and balance in song

THEMES AND TOPICS 1. EXPLORING (cont)				
LEARNING OBJECTIVES <i>Learners will:</i>	GRADE 4 COMPETENCIES <i>Learners should be able to:</i>	GRADE 5 COMPETENCIES <i>Learners should be able to:</i>	GRADE 6 COMPETENCIES <i>Learners should be able to:</i>	GRADE 7 COMPETENCIES <i>Learners should be able to:</i>
develop a varied song repertoire –Six (6) new songs each year	practice and sing new songs as a group (three new songs per term)	practice and sing new songs as a group	sing more challenging songs in terms of melody	- perform songs and song games together in their mother tongue, other Namibian languages, English, keeping rhythm, with appropriate movements: clapping, simple percussion (e.g. sticks, shakers, hands, drums, whistles, traditional instruments) in unison and/or in harmony where this is common local cultural practice - sing more challenging songs in terms of pitch, rhythm, tempo, dynamics, and two-three-part harmony, canon

THEMES AND TOPICS 1. EXPLORING (cont)				
LEARNING OBJECTIVES <i>Learners will:</i>	GRADE 4 COMPETENCIES <i>Learners should be able to:</i>	GRADE 5 COMPETENCIES <i>Learners should be able to:</i>	GRADE 6 COMPETENCIES <i>Learners should be able to:</i>	GRADE 7 COMPETENCIES <i>Learners should be able to:</i>
• know the potential of colour, shape texture pattern and line • develop skills in creating patterns • discover two/ three dimensional art pieces • create an elementary composition • discover pictorial skills • explore aspects of design • know modelling skills • discover design skills • use personal and social skills • discover personal and social skill of expression • develop planning skills • discover effective/efficient time management skills • use recycling skills	in handicrafts: create an article on any four of the following mediums • beadwork • paper folding • hide work • leather work • spirelli weaving • weaving • macramé • puppet making • tin work • patch work • 3 D-work • paintings • drawing • collage • mosaic • construction modelling	in visual art: • experiment individually and in groups with line (dark, light, curved, straight, jagged) • experiment individually and in groups with texture (smooth/rough) • explain their choices of media, materials and colours • experiment with primary, secondary and tertiary colours with paints, crayons, prints and name them • experiment by creating pictures using different materials and processes (brushes, fingers, blowing, scraping, dripping, dabbing of paints, materials such as leaves, seeds, textiles, wool, string, wood, shavings, sand, beads, paper, plastic, wire, punches and any recycle	in visual art: • experiment individually and in groups with shapes (positive, negative), natural, manmade, colours (warm/cool, bright / subdued, tints/shades), pattern (circular and repetitive) • discover and re-create bright and subdued colours in nature and in materials and use them in an art piece • explain their choices of media, materials and colours, and make pictures, pattern work, and shapes, models or figures • explore warm/cool, shades/tints colours • experiment with shapes and patterns of manufactured objects, objects from nature, man-made and recycled	in visual art: • experiment individually and in groups with two and three dimensional objects • collect objects for modelling and construction (sand, wood, leaves, wire, glass, fabric, clay, paper, plastic and any recycled material) • observe and describe patterns in nature and man-made patterns • make and present patterns using drawn, printed or painted lines, squares, waves, circles, repetitions; use potato/foam and object print • create their own pictures/drawings using with increasing skill a variety of materials, processes and

THEMES AND TOPICS 1. EXPLORING (cont)				
LEARNING OBJECTIVES <i>Learners will:</i>	GRADE 4 COMPETENCIES <i>Learners should be able to:</i>	GRADE 5 COMPETENCIES <i>Learners should be able to:</i>	GRADE 6 COMPETENCIES <i>Learners should be able to:</i>	GRADE 7 COMPETENCIES <i>Learners should be able to:</i>
		materials from the environment) • care of art materials (how to clean and how to store) • clean the art venue after they use the venue.	materials from the environment • practice making paintings, drawings, prints, collage, mosaic, weaving, beading and wire-work • combining techniques or using different techniques and materials using overlapping shapes, patterns, textures, shades and tints • analyse the task at hand • express themselves creatively • share ideas about what is to be done and how; work together in collaborative activities (drama, dance, music, visual displays)	techniques and explain to others what it means and how it was done • demonstrate in their work, their progressive understanding of colours, tints and shades; composition and dimension • demonstrate in their work an increasing awareness and early understanding of style • create an exhibition according to a selected theme • construct models and figures using different materials(natural, man-made and recycled) • create and construct props for the play create three dimensional purposeful handicraft • experiment with, and demonstrate options in terms of focal point in drawings or pictures

THEMES AND TOPICS 1. EXPLORING (cont)				
LEARNING OBJECTIVES <i>Learners will:</i>	GRADE 4 COMPETENCIES <i>Learners should be able to:</i>	GRADE 5 COMPETENCIES <i>Learners should be able to:</i>	GRADE 6 COMPETENCIES <i>Learners should be able to:</i>	GRADE 7 COMPETENCIES <i>Learners should be able to:</i>
			• clean and store art materials • clean the art venue after they use the venue.	• make and present objects in different natural, recycled and found materials (clay, plastic, wood, glass, wire, wool, string, fibre, textiles, beads, paper) using weaving, folding, cutting, pasting (e.g. a puppet, mask, toy, table mat, gift, beaded, macramé, leather objects) • design, make and present three dimensional objects (e.g. beaded, macramé, leather objects) • clean and store art materials • clean the art venue after they use the venue.

THEMES AND TOPICS				
2. CREATING				
LEARNING OBJECTIVES <i>Learners will:</i>	GRADE 4 COMPETENCIES <i>Learners should be able to:</i>	GRADE 5 COMPETENCIES <i>Learners should be able to:</i>	GRADE 6 COMPETENCIES <i>Learners should be able to:</i>	GRADE 7 COMPETENCIES <i>Learners should be able to:</i>
in drama, using the following: - mime - dialogue (script) - role and character - story (plot) - props, costumes and decor • develop physical expressiveness		• experiment with voice: volume, pitch, tempo, articulation; use voice and movement in characterisation	• participate in mirror and mime games; mime animals, a person's daily actions (e.g. eating, drinking, brushing teeth), moods and expressions; abstracts (wind, fire, storm, calm)	• plan and write a script for a simple play
• develop the ability to plan role-play • develop the ability to act out a role-play		• add on to stories sentence by sentence; make up and dramatise a story with a beginning, building up to a climax, and ending in a (happy or sad) resolution	• imagine, describe and play characters and their roles in different situations (e.g. friends/enemies, teacher/pupil, mother/child, brother/sister, mother/father)	• dramatise characters, situations and stories and improvise plays using puppets • imitate by performing progressively more challenging mirror activities accurately

THEMES AND TOPICS				
2. CREATING (cont)				
LEARNING OBJECTIVES <i>Learners will:</i>	GRADE 4 COMPETENCIES <i>Learners should be able to:</i>	GRADE 5 COMPETENCIES <i>Learners should be able to:</i>	GRADE6 COMPETENCIES <i>Learners should be able to:</i>	GRADE 7 COMPETENCIES <i>Learners should be able to:</i>
in dance, using the following: - improvised dance - traditional dance - choreographed dances • develop dance skills in rhythm, expression and co-ordination individually or in a choreographed group		• participate in musical song games, rhythmic skipping, walking, running, jumping and others	• perform dances learnt from other class members, an expert in the community, or a video; • repeat movement sequence given by the teacher, another learner or an expert in the community	• experiment with variation in force, flow, sudden/sustained, focus on different parts of the body • improvise increasingly challenging movements improvise a short dance drama of a story choreographed and improvised dances in a group, with increasing variation and challenge, share traditional dances
in handicrafts using a selection of crafts • make handicraft articles	Create an article on any four of the following crafts • drawing • printing • painting • collage • mosaic • weaving • construction • modelling • design • macramé • beading			

THEMES AND TOPICS 3. APPRECIATING				
LEARNING OBJECTIVES	GRADE 4 COMPETENCIES	GRADE 5 COMPETENCIES	GRADE 6 COMPETENCIES	GRADE 7 COMPETENCIES
<i>Learners will:</i>	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
- develop an understanding of their responses to art and how to communicate them positively - develop confidence in their own expressive abilities		- give feedback in every project: talk about their own work and those of others (art, music, a drama or dance), comment in a positive/encouraging way (avoiding simple like/dislike reactions) - explain why they chose what they did, what they intended to communicate/what effect they wanted; communicate his/her interpretation of and response to others' artistic expression, with an appreciative attitude	- give feedback in every project: talk about their own work and those of others (art, music, a drama or dance), comment in a positive/encouraging way (avoiding simple like/dislike reactions) - explain why they chose what they did, what they intended to communicate/what effect they wanted; communicate his/her interpretation of and response to others' artistic expression, with an appreciative attitude	- give feedback in every project: talk about their own work and those of others (art, music, a drama or dance), comment in a positive/encouraging way (avoiding simple like/dislike reactions) - explain why they chose what they did, what they intended to communicate/what effect they wanted; communicate his/her interpretation of and response to others' artistic expression, with an appreciative attitude

10. ASSESSMENT

10.1 Introductory remarks

Assessment in Arts includes informal continuous assessment over a period of time during normal classroom activities. The assessment specified in this syllabus is related to the competencies of the syllabus and to life skills competencies (investigating, interpreting, applying of knowledge and skills, communicating, valuing and participating) and how well each learner achieves within the competencies.

10.2 Purpose of assessment

In LCE, assessing the progress and achievements of each learner continuously is an integral part of the teaching and learning process.

- **Information to the learner**
The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strength and weakness. (Where they are doing well, why and where they need to try more, how and why)
- **Information to the parents**
The parents should regularly be informed about the progress of their child and be encouraged to reward achievements.
- **Evaluating the teaching/learning process**
Information from informal and formal continuous assessment is to be used by the teacher to know where it is necessary to adapt methods and materials to the individual progress and needs of each learner. At the end of each main unit of teaching and at the end of each term, the teacher together with the learners should evaluate the process in terms of tasks completed, participation, what the learners have learnt and what can be done to continually improve the working atmosphere and achievements of the class.

10.3 Types and methods of assessment

Continuous Assessment

In order to capture the full range and levels of competence, a variety of formal and informal continuous assessment situations is needed to give a complete picture of the learner's progress and achievements in Arts. Continuous assessment must be clear, simple and manageable, and explicitly anchored in learner-centred principles and practice. Teachers must elicit reliable and valid information of the learner's performance in the competencies. The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strength and weakness, where they are doing well and why, where and how they need to try more. The parents should be regularly informed about the progress of their child in Arts, be encouraged to reward achievements, and given suggestions as to how they can support their learning activities.

The learner's progress in Arts must be reported to parents on the school report.

Formative Assessment

Formative assessment is any assessment made during the school year in order to improve learning and to help shape and direct the teaching-learning process. Assessment has a formative role for learners if and when:

- it is used to motivate them to extend their knowledge and skills, establish sound values, and to promote healthy habits of study
- assessment tasks help learners to solve problems intelligently by using what they have learned
- the teacher uses the information to improve teaching methods and learning materials

Informal and Formal Methods

The teacher must assess how well each learner masters the competencies described in the Arts syllabus and from this gain a picture of the all-round progress of the learner. To a large extent, this can be done in an informal way through structured observation of each learner's progress in learning and practice situations while they are investigating things, interpreting phenomena and data, applying knowledge, communicating, making value judgements, and in their participation in general.

When it is necessary to structure assessment more formally, the teacher should, as far as possible, use the same sort of situation as ordinary learning and practice situations to assess.

No test or end-of-term examinations may be written. The continuous assessment mark must appear on the report cards.

Evaluation

Information from informal and formal continuous assessment is to be used by the teacher to know where it is necessary to adapt methods and materials to the individual progress and needs of each learner. At the end of each main unit of teaching, and at the end of each term, the teacher, together with the learners, should evaluate the process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere and achievements of the class.

10.4 Grade Descriptors

The learner's level of achievement in relation to the competencies in the subject syllabus is shown in letter grades. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the competencies. The relation between the grades awarded and competencies are shown below.

Grade	% Range (Gr. 4-12)	Competency Descriptions
A	80%+	Achieved Competencies exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved Competencies very well. The learner's achievement lies substantially above average requirements and is highly proficient in most areas of competency.
C	60-69%	Achieved Competencies well. The learner has mastered the competencies and can apply them in unknown situations and contexts.
D	50-59%	Achieved Competencies satisfactorily. The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	Achieved the minimum number of Competencies to be considered competent. The learner may not have achieved all the competencies, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0-39%	Not achieved the minimum number of Competencies. The learner has not been able to reach a minimum level of competency, even with extensive help from the teacher. The learner is seriously in need of learning support.

10.5 Continuous Assessment: Detailed guidelines

Types of Continuous Assessment

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible. Marks given for class and homework activities may be recorded for continuous assessment.

In Arts in the Senior Primary phase the continuous assessment tasks are as follows:

Summary of Continuous Assessment tasks

Continuous assessment grade 4						
	Term 1		Term 2		Term 3	
Component	Numbers of marks	Total	Number of marks	Total	Number of marks	Total
Exploring/planning	1×5	5	1×5	5	1×5	10
Creativity	1×5	5	1×5	5	1×5	10
Performing/Making	1×40	40	1×40	40	1×40	30
Term Marks		50		50		50
Weighted Term Marks		50÷50×100=100%		50÷50×100=100%		
Weighted Year Marks						150÷150×100=100%

Continuous assessment grade 5-7						
	Term 1		Term 2		Term 3	
Component	Numbers of marks	Total	Number of marks	Total	Number of marks	Total
Exploring/planning	1×10	10	1×10	10	1×10	10
Creativity	1×10	10	1×10	10	1×10	10
Performing/Making	1×30	30	1×30	30	1×30	30
Term Marks		50		50		50
Weighted Term Marks		$50 \div 50 \times 100 = 100\%$		$50 \div 50 \times 100 = 100\%$		
Weighted Year Marks						$150 \div 150 \times 100 = 100\%$

Annexe 1: Glossary of terms

aesthetic	of the arts: the beautiful, satisfying, and/or appropriate
abstract art	style of art that shows objects, people, and/or places in a simplified arrangement of shape, line, texture and colour; abstract artwork is created by changing the lines, shapes, or colours of something you see or remember
accent	contrasting detail
aesthetic	beauty in art
appliqué	craftwork made by stitching pieces of fabric onto a larger piece of cloth to make a design or picture
aptitude	natural ability to acquire skill or knowledge
arrange	to organise things in a certain way
art appreciation	recognition of value in artwork; enjoyment of artwork
art elements	parts that can be combined to make artwork: line, colour, shape, form, value, space, texture
art principles	guidelines used in creating a work of art: balance, contrast, emphasis, visual movement, pattern, rhythm, unity
asymmetry (informal)	type of balance in which the two sides of a work of art are not exactly alike, but are still visually balanced
balance	art principle that refers to the arrangement of elements in a work art; there are three types of balance: formal (symmetry) informal (asymmetry), radial (from the centre)
beadwork	craftwork made by stringing beads in various designs and patterns; objects of adornment made with beads
canvas	a strong fabric (like cotton, linen) that is prepared as a surface for painting on
canon	when a piece of music is sung by one voice and after a short delay a next voice sings the same melody
carving	way of making artwork by cutting away unwanted parts
ceramic	a word used to describe clay construction and products
charcoal	drawing stick or pencil made from blackened, charred wood
choreography	design/plan of a dance
coherence	fitting together; understandable
collage	work of art created by gluing pieces of e.g. paper, cloth, tiles, wood to a flat surface

colour	art element that refers to the way something looks when light strikes it (<i>Primary colors: red, yellow and blue</i> <i>Secondary colours: orange, purple and green</i> <i>Tertiary colours: mix a primary colour and a secondary colour that appears right next to it</i>)
colour wheel	a circle which shows the relationship between different colours; complementary colours are directly opposite each other in this arrangement
complementary colours	colours opposite each other on the colour wheel that are contrasting; when mixed together they make a grey or brownish hue
composition	arrangement of the parts in a work of art, usually according to the art principles
construction	method of making artwork where parts are added, arranged, and joined until the work is finished
contour	line that represents the edge of a form or the outline of a shape
contrast	art principle that refers to the difference between two things (i.e. a light colour contrasts with a dark colour)
crafts	works of art that generally have a functional purpose (i.e. pottery, leatherwork, weaving, batik, jewellery)
creative	ability to plan, design or make things in a new or different way
decorate	make artwork more beautiful by adding such things as colour, pattern, line.
design	the process of arranging parts of artwork; steps of the design process: identifying, sketching, researching, selecting, refining, producing, evaluating
drawing	making pictures or designs with lines using e.g. pencil, charcoal, ink.
enhance	intensify or increase in quality
experiment	method of getting the most satisfactory results by trying several different ways before choosing the best
foster	to promote growth and development
foreground	in two-dimensional artwork, the lower portion of the picture, where things usually appear brighter, larger and closer to the viewer
form	the three-dimensional shape and structure of an object
generic	common to a whole group or class of things
hue	another name for colour

incremental	increasing, adding to
inter-cultural	sharing differences between different cultures
intensity	strength, brightness or purity of a colour
line	art element that refers to the path made by a pencil or brush; progressing movement
macramé	the art of knotting string in patterns to make decorative articles
marionette	jointed puppet controlled from above by a string attached to the head, body, and limbs
mask	three-dimensional artwork of a face covering; it usually has the facial features of a person, animal or imaginary creature; traditionally used in Africa e.g. for harvest celebrations, initiation ceremonies, rituals.
medium	substance/material used for doing artwork (i.e. ink, paint, clay)
mirror	to imitate another person's movements exactly as if in a mirror
modelling	method of making artwork in which soft material, e.g. clay, paper Mache, is gently pulled, squeezed, and built up
mosaic	artwork made with e.g. small pieces of coloured stone, glass, paper.
mural	a monumental painting, usually painted directly on a wall or side of a building
natural materials	from natural sources such as plants, minerals and animals
neutral colours	brown, black, white or grey
observation	act of carefully looking at or noticing things
oil pastel	a kind of pastel for colouring; combines qualities of both chalk and oil
overlap	when one thing appears to be in front of another
paper-mâché	a name given to paper crafts utilising newsprint paper moistened with wallpaper paste or laundry starch
pattern	art principle that refers to the design created by repetition e.g. of shapes, colours, lines.
plaster-of-Paris	a white, powdery substance, which, when mixed with water, forms a quick-setting moulding or casting material
printing	the process of transferring an image from one surface to another
proportion	the relationship between the size, position, and shape of the different parts of a whole; size, location or amount of something, as compared to that of another
realism	things as they really are

recycle	convert waste into reusable material
repertoire	all the songs or music which a person can perform
resonance	sound vibrating through the air or a substance
rhythm	is brought about by employing the elements of art, or some of the elements of art in such a manner that they lead the eye from one part of the picture to another, or to a focal point
rigid	firm, strict, not to be changed
sculpture	a three-dimensional artwork which can be viewed from all sides
shade	darker value of colour made by adding black to the original colour
shape	art element that refers to things that can be two- or three-dimensional; describes an area of volume, (in two-dimensional work, line and colour can describe a shape; in three-dimensional work, form can describe a shape)
sketch	rough drawing that is made to try out an idea or to use for other artwork
space	art element that refers to the area between and around shapes and objects; the area on a flat surface, showing depth or perspective
stencil	paper or flat material with a cut-out design used for printing or lettering; ink or paint is pressed through the cut-out design onto the surface to be printed
still life	arrangement of inanimate (non- living) objects to draw or paint
sophisticated	having refined or cultured taste / habits;
style	original qualities found in works of art of one person, period of time, or place
subdued (of colour)	soft, gentle, toned down
symmetry	type of balance that refers to artwork that has been arranged so that one half looks very similar to the other half
tempera paint	an opaque, water-soluble paint; available in liquid or powder form; also called poster paint
texture	art element that refers to the way an object feels when it is touched, and the way an object looks like it feels, such as rough or smooth
three-dimensional	artwork that can be measured three ways: height, width, depth (or thickness), artwork that is not flat
tie-dye	textile design technique in which cloth is tied in knots and dipped in dye
timbre	the quality of a music sound. It is what makes one sound different from another sound

tint	lighter value of a colour made by adding white to the original colour
tone	the degree of lightness or darkness
two-dimensional	a two-dimensional artwork has a flat surface, e.g. drawing, painting, print
unison	singing the same melody line together
unity	art principle that refers to the quality of having all parts looks as if they belong together
value	art element that refers to the lightness and darkness of black or a colour in artwork
volume	amount of space occupied by something
waste materials	discarded materials which have been thrown away e.g. litter, old scraps of leather, litter.

Annexe 2: Arts Assessment record sheet for Grade 4

ARTS NAME OF SCHOOL SUBJECT TEACHER											ASSESSMENT RECORD SHEET FOR GRADE 4 GRADE YEAR							
Name of learners	Term 1 Handicrafts					Term 2 Music					Term 3 Handicrafts & Music				End-of-year			
	Exploring /Planning	Creativity	Making	Total Term marks	Weighted term marks (50÷50×100)	Exploring /Planning	Creativity	Making/Performing	Total term marks	Weighted term marks (50÷50×100)	Exploring/planning	Creativity	Making and performing	Total term marks	Total year marks (TT1+TT2+TT3)	Weighted year marks (150÷150×100)	Symbol	
	5	5	40	50	100	5	5	40	50	100	5	5	40	50	150	100		
Term 1 Moderator (name) Rank SignatureDate.....	Term 2 Moderator (name) Rank SignatureDate.....					Term 3 Moderator (name) Rank SignatureDate.....												

Annexe 3: Arts Assessment record sheet for Grade 5-7

NAME OF SCHOOL																	
SUBJECT TEACHER																	
GRADE YEAR																	
Name of learners	Term 1 Visual Arts					Term 2 Music & Dance					Term 3 Drama				End-of-year		
	Exploring /Planning	Creativity	Making	Total Term marks	Weighted term marks (50÷50×100)	Exploring /Planning	Creativity	Making	Total term marks	Weighted term marks (50÷50×100)	Exploring/planning	Creativity	Making	Total term marks	Total year marks (TT1+TT2+TT3)	Weighted year marks (150÷150×100)	Symbol
	10	10	30	50	100	10	10	30	50	100	10	10	30	50	150	100	
Term 1 Moderator (name) Rank SignatureDate.....			Term 2 Moderator (name) Rank SignatureDate.....							Term 3 Moderator (name) Rank SignatureDate.....							



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