



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

SENIOR SECONDARY PHASE

ARTS SYLLABUS

GRADES 10 - 11

**FOR IMPLEMENTATION:
GRADE 10 IN 2019
GRADE 11 IN 2020**

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Arts Syllabus Grades 10 - 11

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1. INTRODUCTION

This syllabus describes the intended learning and assessment for Arts in the Senior Secondary 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. Arts is an interdisciplinary subject combining culture with visual and performing arts and crafts. The subject is a **compulsory** support subject in the Senior Secondary Curriculum.

The Arts Syllabus can be seen as a support structure for the two optional pre-vocational subjects in Grades 10 - 11 Arts, but it goes beyond that to explore the influence of culture on our daily lives and in our art. This syllabus is a guideline and application will differ from region to region and school to school, depending on the availability of resources, learners' level of development in the arts and cultural heritage.

The integrated nature of the syllabus lends itself to a thematic approach. Theme work encourages learners to do their own research and themes can be chosen from the immediate environment, thus drawing on the previous experiences of learners. Theme work is not, however, necessarily the only approach to the syllabus, and teachers may use any approach with which they feel comfortable. No formal textbooks are required, as the syllabus is open-ended and skills-based, and the teacher and learners will utilise primary, secondary resources within their immediate environment and the community to assist in the gathering and sharing of information.

As cultural values and meanings are taught, the richness and diversity of Namibian and other cultures are experienced. Learners and other members of the community form a resource base of knowledge at the disposal of the teacher and learners of Arts. There is less emphasis on the product and more on the process as the learner gains knowledge and skills through exploring, doing and appraising. There is less emphasis on arts as an end in itself and more on exploring/learning culture through art. The learner is not a passive observer, but is engaged in activities designed to help him/her draw his/her own conclusions.

As the arts are an inseparable part of human existence, it is clear that all educational programmes should include the arts. As culture forms the basis of our assumptions, influences and personalities, it is essential that we do not lose touch with our own history and that we respect the history and identities of others. For these reasons, a general arts education should not be elitist and exclusive, but the inalienable right of all children. Arts is therefore structured to provide cultural and artistic development opportunities for all Senior Secondary learners in a way that encourages an awareness of the inter-relationship of arts and culture, as well as an appreciation for the validity of each individual art form. Learners are expected to demonstrate a progressive improvement in skills as well as broadening their knowledge about culture and the arts throughout the Senior Secondary Phase.

This subject should be assessed and should appear on the learners' report cards.

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.

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.

3. AIMS

Arts aims to

- develop skills in handling a variety of arts media
- develop the ability to express their own ideas, feelings and opinions visually and verbally
- develop a sense of the aesthetic potential of the visual environment and an understanding of the possibilities for its artistic interpretation
- enable the learners to contribute to the development of culture in Namibia
- encourage self-expression, confidence and communication with others
- foster self-discipline, responsibility and cooperation
- enhance problem-solving skills

4. LEARNING CONTENT

4.1 Summary of the learning content

Explaining the components of Drama, Dance, Music, Visual Art and Performing.

EXPLORING	Drama Dance Music Visual Art
PLANNING/PARTICIPATING	Individual involvement and group processes
CREATING • Drama • Dance • Music • Visual art	Mime Dialogue (script writing) Role and character Story (plot) Narration Improvised dance Traditional dance (cross-cultural appreciation) Choreographed dances Singing Playing Creating Colour; shape; texture; pattern, line, composition drawing, choice of any Handicraft props, costumes and decor
PERFORMING	Integration of all of the above

4.2 Detailed learning content

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1. DRAMA	• explore some of the components of drama	• discuss a drama production, referring to conventions of staging and elements of drama • experiment individually and in groups with facial expressions, voice projecting, body expression with and without music • compare different cultures by dramatizing a selection of - songs - stories/folk tales/legends - myths - clothing - utensils used - celebrations - greetings - totems - family trees - dancing - meaning of names • create character using language, gesture and movement • demonstrate mime by performing a relevant short story sequence individually or collectively from any culture • imitate the physical and emotional attributes of animals and people in a way that depicts cultures world-wide • play-act characters from appropriate stories or people from the community and their relationships

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
2. DANCE	• explore some of the components of dance	• experiment with patterns in dance, investigate imitation, both collectively and individually • experiment with dance actions that express moods, body expression, force, dynamics and abstract concepts e.g. hope, patriotism, honour • experiment with dimensions, perspectives and focal points in designing a dance (choreography) • translate any given stimulus (music, images, words, concepts) into movement • demonstrate the use of tempo, co-ordination, direction, loco motor and axial movements in dance sequences from cultures world-wide (including local cultures) • create a series of dance movements for a selected piece of music or a story
3. MUSIC	• explore some of the components of music	• perform songs accompanied by rhythmic clapping in combined patterns, from cultures of the world • play a variety of musical instruments with increasing skill and accuracy • demonstrate the ability to perform songs from varied backgrounds using a variety of techniques (like call and response, drone, ostinato, songs for girls' and boys' voices alone and yodel) • perform songs accompanied by melodic and non-melodic percussion, using supplied instruments and self-constructed instruments made from found objects or recycled materials from world-wide cultures • perform collectively or individually dance songs learnt from others like - teacher - an expert in the community - a DVD/CD - a classmate or others • demonstrate collectively or individually the ability to express physical musical content and style, and the characterisation of people, animals, elements or objects in dancing movement in a world-wide context • discover patterns and rhythms in music

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
4. VISUAL ART	• explore some of the components of visual art as applicable to a performance • be exposed to more advanced examples of handicraft	• construct costumes, props, décor and instruments for performances, using supplied materials, or recycled materials • identify how other subjects taught in school are interrelated with arts and culture • express personal originality, through their own experiences and imagination in two- and three-dimensional works of art • discover shapes, patterns and textures in the immediate environment (natural and man-made) and art works • make products using a selection of types of handicraft
5. PERFORMING	• understand how to stage a performance	• plan and create a performance integrating all components • maintain a role in a performance, without losing concentration, or falling out of character, using drama, dance, music and visual art as appropriate • demonstrate the ability to perform accurately and sensitively with others

5. ASSESSMENT

5.1 Purpose of assessment

In learner-centred education, 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 strong and weak points, where they are doing well, and why, and where they need to try more, how, and why.
- **Information to the parents**
The parents should be regularly 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.

5.2 Recording Grades

The grades obtained by learners through continuous assessment must be systematically recorded throughout the year, and used to inform the learner and parents on progress and achievements in report cards.

5.3 Grade descriptors

The learner's summative achievement in the specific objectives will be shown in letter grades A to G, where A is the highest and G the lowest grade for learners achieving minimum competency level. In extremely rare cases where a learner has not reached the minimum level of competency a U will be awarded. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the specific objectives.

5.4 Guidelines

Continuous assessment should be planned and programmed at the beginning of the trimester for the trimester, and kept as simple as possible.

A play or handicraft product for continuous assessment activities per term should be graded and recorded. The play must consist out of all the elements found in a play. These plays must be carefully planned and marked according to marking criteria. Teachers can choose to grade and/or record more than the required continuous assessments if it is necessary for formative purposes. An end-of-year summative grade will be based only on the assessment tasks described in the syllabus which should be recorded on an assessment record sheet. See Annexe 2 and 3.

In Arts in the Senior Secondary Phase the continuous assessment tasks are as follows:

Summary of Assessment tasks

Assessment						
	Term 1		Term 2		Term 3 (only Grade 10)	
Components	Number & Marks	Total	Number & Marks	Total	Number & Marks	Total
Exploring/Planning	1 x 5	5	1 x 5	5	1 x 5	5
Creating	1 x 25	25	1 x 25	25	1 x 25	25
Performance/final product	1 x 20	20	1 x 20	20	1 x 20	20
Term Marks		50		50		50
Weighted Term Marks		100		100		100

ANNEXE 1: GLOSSARY OF TERMS

aesthetic	of the arts: the beautiful, satisfying, and/or appropriate
aptitude	natural ability to acquire skill or knowledge
choreography	design/plan of a dance
coherence	fitting together; understandable
enhance	intensify or increase in quality
foster	to promote growth and development
generic	common to a whole group or class of things
incremental	increasing, adding to
inter-cultural	sharing differences between different cultures
repertoire	all the songs or music which a person can perform
resonance	sound vibrating through the air or a substance
rigid	firm, strict, not to be changed
sophisticated	having refined or cultured taste / habits;
subdued (of colour)	soft, gentle, toned down
unison	singing the same melody line together
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
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 (cotton, linen, etc.) that is prepared as a surface for painting on
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
collage	work of art created by gluing pieces of paper, cloth, tiles, wood, etc., 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, etc.
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 pencil, charcoal, ink, etc.
experiment	method of getting the most satisfactory results by trying several different ways before choosing the best
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
hue	another name for colour
intensity	strength, brightness or purity of a colour
line	art element that refers to the path made by a pencil or brush; progressing movement
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 for harvest celebrations, initiation ceremonies, rituals, etc.
medium	substance/material used for doing artwork (i.e. ink, paint, clay)
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 small pieces of coloured stone, glass, paper, etc.
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	that are 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
papier-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 of shapes, colours, lines, etc.
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
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
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
style	original qualities found in works of art of one person, period of time, or place

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
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
tie-dye	textile design technique in which cloth is tied in knots and dipped in dye
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, etc.
unity	art principle that refers to the quality of having all parts looks as if they belong together

ANNEXE 2 (a): ARTS ASSESSMENT RECORD SHEET FOR GRADE 10 (Performing activities)

Name of School											Grade						
Subject Teacher											Year						
	TERM 1					TERM 2					TERM 3				YEAR-END		
Name of learner	Exploring/ planning	Creating /making	Performing	Total	Symbol	Exploring	Creating /making	Performing	Total	Symbol	Exploring	Creating /making	Performing	Total	Total CA (term 1,2,3)	Final mark (150÷3×2)	Symbol
	5	25	20	50		5	25	20	50		5	25	20	50	150	100	

ANNEXE 2 (b): ARTS ASSESSMENT RECORD SHEET FOR GRADE 10 (Handicraft activities)

Name of School											Grade						
Subject Teacher											Year						
	TERM 1					TERM 2					TERM 3				YEAR-END		
Name of learner	Exploring/ planning	Creating /making	Final Product	Total	Symbol	Exploring	Creating /making	Final Product	Total	Symbol	Exploring	Creating /making	Final Product	Total	Total CA (term 1,2,3)	Final mark (150÷3×2)	Symbol
	5	25	20	50		5	25	20	50		5	25	20	50	150	100	

ANNEXE 3 (a): ARTS ASSESSMENT RECORD SHEET FOR GRADE 11 (Performance activities)

[illegible]

ANNEXE 3 (b): ARTS ASSESSMENT RECORD SHEET FOR GRADE 11 (Handicraft activities)

[illegible]



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