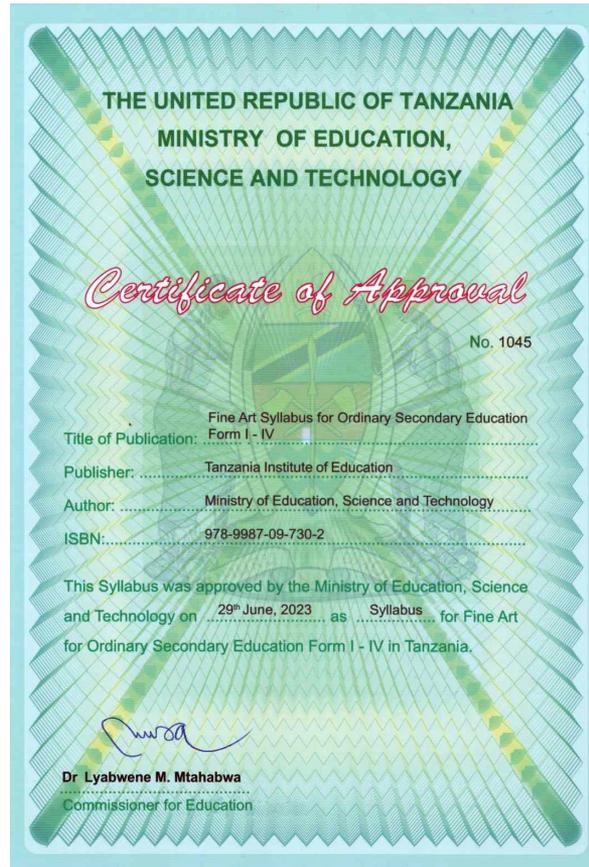


**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**FINE ART SYLLABUS FOR ORDINARY SECONDARY EDUCATION
FORM I-IV
2023**

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Abbreviations and Acronyms

ICT	Information and Communication Technology
MoEST	Ministry of Education, Science and Technology
TIE	Tanzania Institute of Education

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1.0 Introduction

Fine Art is a compulsory subject for Form I-IV students in the General Education pathway for those who choose to join the Fine Art or Textile and Garment Constructions streams. It is also an elective subject to students on other streams. The purpose of learning Fine Arts is to develop skills that will allow students to use traditional and modern techniques to create simple works of Fine Art. The subject further aims at developing students ICT skills that will allow them to market works of Fine Art. Furthermore, the subject serves as a bridge to develop competences that will enhance creativity for self-employment.

This syllabus is designed to guide the teaching and learning of Fine Art for Ordinary Secondary Education, Form I-IV in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Advanced Secondary Education Curriculum. It provides information that will enable teachers to plan their teaching process effectively. It also provides teaching and learning opportunities that guide teachers to apply different methods and strategies to promote student's acquisition of 21st Century skills which include critical thinking, creativity, communication, collaboration and problem solving.

2.0 Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;

- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

3.0 Objectives of Ordinary Secondary Education

The objectives of Ordinary Secondary Education-General Education are to:

- (a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Primary Education;
- (b) Safeguard customs and traditions, national unity, national values, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
- (c) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;
- (d) Improve communication using Tanzanian Sign Language (TSL), tactile communication, Kiswahili and English. The student should be encouraged to develop competence in at least one other foreign language, depending on the school situation;
- (e) Strengthen accountability for cross-cutting social issues, including health, security, gender equality and sustainable environmental conservation;
- (f) Develop competence and various skills which will enable the student to employ himself or herself, to be employed and to manage his or her life by exploiting his or her environment well; and
- (g) Develop readiness to continue to upper secondary and tertiary education.

4.0 General Competences for Ordinary Secondary Education

The general competences for Ordinary Secondary Education are to:

- (a) Use the knowledge, and skills developed in the Primary Education to strengthen and broaden academic understanding;
- (b) Value citizenship and national customs;
- (c) Demonstrate confidence in learning various professions including Science and Technology, theoretical and practical knowledge;

- (d) Use language skills including Tanzanian Sign Language (TSL), tactile communication, Kiswahili language, English and at least one other foreign language to communicate;
- (e) Use knowledge of cross-cutting issues to manage the environment around them; and
- (f) Use knowledge and skills to enable a student to employ oneself, be employed as well as manage life and his/her environment;

5.0 Main and Specific Competences

The main and specific competences to be developed are presented in Table 1.

Table 1: *Main and Specific Competences for Form I-IV*

Main competences	Specific competences
1.0 Demonstrate mastery of concepts, theories and principles of Fine Art	1.1 Demonstrate an understanding of the concepts, theories and the principles of Fine Art 1.2 Demonstrate an understanding of Traditional forms of Fine Art in Tanzania
2.0 Create simple works of Fine Art	2.1 Make decorations 2.2 Use traditional and modern techniques to create works of art 2.3 Create realistic art content
3.0 Demonstrate mastery of the principles of occupational health and environmental care in Fine Art	3.1 Dispose waste from Fine Art activities 3.2 Demonstrate an understanding of ethical conduct in Fine Art
4.0 Use ICT to market works of Fine Art	4.1 Use ICT to market works of Fine Art

6.0 Roles of Teachers, Students and Parents in Teaching and Learning

A good relationship between a teacher, student and parent or guardian is fundamental in ensuring successful learning. This section outlines the roles of each participant in facilitating the effective teaching and learning of Fine Art.

6.1 The teacher

The teacher is expected to:

- (a) Help the student to learn and acquire the intended competences in Fine Art;
- (b) Use teaching and learning approaches that will allow student with different needs and abilities to;
 - (i) develop the competencies needed in the 21st century; and
 - (ii) actively participate in the teaching and learning process.
- (c) Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;
- (d) Create a friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;
- (f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;
- (g) Treat all the students equally irrespective of their differences;
- (h) Protect the student while at school;
 - (i) Keep track of the student's daily progress;
 - (j) Identify individual student's needs and provide the right intervention;
- (k) Involve parents/guardians and the society at large in the student's learning process; and
- (l) Integrate cross-cutting issues and ICT in the teaching and learning process.

6.2 The student

The student is expected to:

- (a) Develop the intended competences by actively engaging in various learning activities inside and outside the classroom; and
- (b) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications found in online libraries.

6.3 The parent/guardian

The parent/guardian is expected to:

- (a) Monitor the child's academic progress in school;
- (b) Where possible, provide the child with the needed academic support;
- (c) Provide the child with a safe and friendly home environment which is conducive for learning;
- (d) Keep track of the child progress in behaviour;
- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instil in the child a sense of commitment and positive value towards education and work.

7.0 Teaching and Learning Methods

The teaching and learning methods are instrumental in developing student's competences. This syllabus suggests teaching and learning methods for each activity which includes but not limited to discussions, presentations, field visits, practical work, research, scientific experiments, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students.

8.0 Teaching and Learning Resources

The process of teaching and learning requires different resources. In that regard, both the teacher and student should work together to collect or improvise alternative resources available in the school and home environment when needed. The teacher and student are expected to constantly seek for information from various sources to effectively facilitate the teaching and learning process. The list of approved textbooks and reference books shall be provided by the TIE.

9.0 Assessment of the learning process

Assessment is important in teaching and learning of Fine Art subject. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are, therefore, expected to apply a wide range of formative assessment methods which include but not limited to discussions, presentations, oral questions, brainstorming, experiments, observations, practical and projects.

Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including mid-term tests, terminal, mock examinations and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 30% and the National Form IV Examination shall be 70% of the student's final achievement, as indicated in Table 2.

Table 2: *Contribution of Continuous Assessment and National Examination in the final score*

Assessment Measures	Weight (%)
Standard VI National Assessment	7.5
Form II National Assessment	7.5
Form III Annual Examination	5
Form III Project	5
Form IV Mock Examination	5
Form IV National Examination	70
Total	100

10.0 Number of Periods

The Fine Art Syllabus for Ordinary Secondary Education Form I-IV provides estimates of the time that will be spent in teaching and learning, in consideration of the complexity of the specific competences and the learning activities. Two (2) periods of 40 minutes each have been allocated for this subject per week.

11.0 Teaching and Learning Contents

The contents of this syllabus are presented in matrix form with seven columns which include main competences, specific competences, learning activities, suggested teaching and learning methods, assessment criteria, suggested resources, and number of periods as presented in Table 3 – 6.

Form I

Table 3: Detailed Content for Form I

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of concepts, theories and principles of Fine Art	1.1 Demonstrate an understanding of the concepts, theories and the principles of Fine Art	(a) Explain the concept and principles of Fine Art. (<i>meaning, principles, forms, elements, functions, and relationships with other disciplines</i>)	Jigsaw: In manageable groups, guide the students to explain the concepts and principles of Fine Art works	Basic concepts and principles are clearly explained	Relevant online resources and artworks related to the concepts and principles of Fine Art	14

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Describe the fundamentals of drawing, painting and printmaking	<p>Library search: In groups students search for the fundamentals of drawing, painting and printmaking</p> <p>Groups Discussion: The students discuss their findings and the teacher relate the students' findings with the methods of creating fine art works</p>	The fundamentals of drawing, painting and printmaking are clearly described	Relevant online resources and artworks related to the fundamentals of drawing, painting and printmaking	
	1.2 Demonstrate an understanding of the traditional forms of fine art in Tanzania	(a) Describe the trends of Fine Art in Tanzania.	<p>ICT based learning: In small groups guide the students to research and analyse major art sites, qualities and renowned art works in Tanzania</p> <p>Groups Discussion: Guide the students to analyse various characteristics of art at different times</p>	The trends of Fine Art in Tanzania are correctly described	Relevant online resources and artworks related to the trends of Fine Art in Tanzania.	14

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
2.0 Create simple works of fine art	2.1 Make decorations	(a) Create simple decorative drawings	<p>Demonstration: Demonstrate the techniques, tools and materials in creating simple decorative drawings</p> <p>Hands-on activities: Guide the students to employ techniques, tools and materials to create simple decorative drawings</p> <p>Exhibition: Guide the students to display the drawings for class discussion</p>	Simple decorative drawings are clearly created	Drawing tools and materials	14

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Create simple decorative paintings	<p>Demonstration: Demonstrate the techniques, tools and materials in creating simple decorative paintings</p> <p>Hands-on activities: Guide the students to employ techniques, tools and materials to create simple decorative paintings</p> <p>Exhibition: Guide the students to display the paintings for class discussion</p>	Simple decorative paintings are clearly created	Painting tools and materials	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Create simple decorative monoprints	<p>Demonstration: Guide the students to analyse the techniques, tools and materials used in creating simple decorative monoprints</p> <p>Hands-on activities: Guide the students to employ techniques, tools and materials to create simple decorative monoprints</p> <p>Exhibition: Guide the students to display their decorative prints for class discussion</p>	Simple decorative monoprints are clearly created.	Printmaking tools and materials, white papers, water, and water containers	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.2 Use traditional and modern techniques to create works of art	(a) Create simple drawings by using charcoal	<p>Demonstration: Guide the students to different ways of preparing charcoal and demonstrate techniques of creating simple drawings by using charcoal</p> <p>Hands-on activities: Guide the students to create simple drawings by using charcoal</p> <p>Exhibition: Guide the students to display their artworks for class discussion</p>	Simple drawings by using charcoal are clearly created	Charcoal, white papers, eraser, and blending tools	14

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Create simple paintings by using colours from surrounding environment	<p>Exploration: Students to visit nearby environment to explore natural colours from surroundings</p> <p>Demonstration: Teacher to demonstrate the preparation and the processes of painting pictures using local colours from the surrounding</p> <p>Hands-on activities: Guide the students to create simple paintings by using colours from surrounding environment</p> <p>Exhibition: Guide the students to display the paintings for class discussion</p>	Simple paintings by using colours from surrounding nature are well created	Painting tools and materials, trees, leaves, ashes, charcoal, coloured soils, and animal bloods	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
3.0 Demonstrate mastery of the principles of occupational health and environmental care in fine art	3.1 Dispose waste from fine art activities	(a) Describe and use different ways of disposing waste from fine art activities	<p>Group discussion: A teacher guides the students to identify various wastes from Fine Arts activities and ways of disposing them</p> <p>Demonstration: The teacher demonstrates different ways of disposing waste from fine art activities</p> <p>Project work: Guide the students in small groups to establish and use different ways of disposing waste from fine art activities</p>	Different ways of disposing waste from fine art activities are clearly described	Relevant online resources related to disposing waste from fine art activities	14

Form II

Table 4: *Detailed Content for Form II*

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of concepts, theories and principles of Fine Art	1.1 Demonstrate an understanding of the concepts, theories and the principles of Fine Art	(a) Describe the basic tenets of still life composition	Brainstorming: In manageable groups, guide students to discuss the basic tenets of still life composition	Tenets of still life composition are correctly described	Relevant online resources and artworks related to the still life composition	23
		(b) Explain theories of formalism and functionalism (<i>meaning, purpose and uses</i>)	Library search: In groups students search for theories of formalism and functionalism Group Discussion: Guide the students to share the findings in relation to the meaning, purpose and uses of formalism and functionalism theories of art	Theories of formalism and functionalism are correctly explained.	Relevant online resources and artworks related to theories of formalism and functionalism	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
2.0 Create simple works of fine art	2.1 Make decorations	(a) Create simple functional drawings	<p>Demonstration: Guide the students to analyse the techniques, tools and materials used in creating simple functional drawings</p> <p>Hands-on activities: Guide the students to employ techniques, tools and materials to create simple functional drawings</p> <p>Exhibition: Guide the students to display the drawings for class discussion</p>	Simple functional drawings are well created	Drawing Tools and Materials	23

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Create simple functional paintings	<p>Demonstration: Guide the students to analyse the techniques, tools and materials used in creating simple functional paintings</p> <p>Hands-on activities: Guide the students to employ techniques, tools and materials to create simple functional paintings</p> <p>Exhibition: Guide the students to display the painted artworks for class discussion.</p>	Simple functional paintings are well created	Drawing Tools and Materials	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Create simple functional monoprints	<p>Demonstration: Guide the students to analyse the techniques, tools and materials used in creating simple functional monoprints</p> <p>Hands-on activities: Guide the students to employ techniques, tools and materials to create simple functional monoprints</p> <p>Exhibition: Guide the students to display monoprints for class discussion</p>	Simple functional monoprints are well created	Drawing Tools and Materials	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.2 Use traditional and modern techniques to create works of art	(a) Create drawings by using pastels	<p>Demonstration: Guide the students to analyse techniques, and tools used in creating simple drawings by using pastels</p> <p>Project work: Guide the students to create simple drawings using pastels</p> <p>Exhibition: Guide the students to display the drawings for class discussion</p>	Drawings by using pastels are well created	Pastels, papers, drawing boards, and easels,	23

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Create paintings by using water colours, acrylics and oil paints	<p>Demonstration: Guide the students to analyse techniques, and tools used in creating painting by using water colours, acrylics and oil paints</p> <p>Hands-on activities: Guide the students to create simple painting by using water colours, acrylics and oil paints</p> <p>Exhibition: Guide the students to display the paintings for class discussion</p>	Paintings by using water colours, acrylics and oil paints are well created		

Form III

Table 5: Detailed Content for Form III

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of concepts, theories and principles of Fine Art	1.1 Demonstrate an understanding of the concepts, theories and the principles of Fine Art	(a) Describe the basic tenets of perspective composition	Jigsaw: In manageable groups, guide the students to explain the basic tenets of perspective composition Guide students to present their findings, and the teacher relates presentations with the basic tenets of perspective composition	Basic tenets of perspective composition are clearly described	Sample works reflecting perspectives, long buildings, railways, and electric posts	11
		(b) Explain theories of imitationalism and emotionalism (<i>meaning, purpose and uses</i>)	Library search: In groups students search for theories of imitationalism and emotionalism Group Discussion: Guide students to discuss their findings in relation to the meaning purpose and uses	Theories of imitationalism and emotionalism are clearly explained	Relevant online resources and artworks related to theories of imitationalism and emotionalism	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
2.0 Create simple works of Fine Art	2.1 Make decorations	(a) Create perspective drawings	<p>Exploration: Guide the students to observe an illusion of diminishing in sizes from long buildings, tall buildings, straight pathways, electric poles, telephone poles and railway lines in the environment</p> <p>Demonstration: Guide the students to analyse the techniques, tools and materials used in creating perspective drawings in relation to the real world</p> <p>Hands-on activities: Guide the students to employ techniques, tools and materials to create perspective drawings</p>	Perspective drawings are well created	Relevant online resources and artworks related to perspective drawings, and white papers, pencils, easels, drawing boards, and erasers	13

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			Exhibition: Display the drawings for class discussion			
		(b) Create perspective paintings	<p>Exploration: Guide the students to study the effect of distance on colours by observing the nearest and the most furthest distant objects and phenomenon</p> <p>Demonstration: Guide the students to analyse the techniques, tools and materials used in creating perspective paintings</p> <p>Hands-on activities: Guide the students to employ techniques, tools and materials to create perspective paintings</p>	Perspective paintings are well created	Relevant online resources and artworks related to perspective paintings, canvas, manila papers, water colours, acrylics paints, oil paints, linseed oil, brushes, pallets, and water	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			Exhibition: Guide the students to display the paintings for class discussion.			
		(c) Create functional and decorative relief prints	<p>Demonstration: Guide the students to analyse the techniques, tools and materials used in creating functional and decorative relief prints</p> <p>Project work: Guide the students in small groups to employ techniques, tools and materials to create functional and decorative relief prints</p> <p>Exhibition: Guide the students to display the prints for class discussion</p>	Functional and decorative relief prints are well created	Relevant online resources and artworks related to functional and decorative relief prints, curving knives, printing papers, woodblocks, fabrics, fabric colours, and printing ink	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.2 Use traditional and modern techniques to create works of art	(a) Create contemporary drawings by collaging	<p>Demonstration: Guide the students to analyse techniques, and tools used in creating contemporary drawings by collaging</p> <p>Project work: Guide the students in small groups to create contemporary drawings by collaging</p> <p>Exhibition: Guide the students to display the drawings for class discussion</p>	Contemporary drawings by using collage style are well created	Relevant online resources and artworks related to contemporary drawings by collaging style, Textbooks, canvas, white papers, pencils, and newspapers	12

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Create contemporary paintings by collaging	<p>Demonstration: Guide the students to analyse techniques, and tools used in creating contemporary paintings by using collage style</p> <p>Project work: Guide the students in small groups to create contemporary paintings by collaging</p> <p>Exhibition: Guide the students to display the paintings for class discussion</p>	Contemporary paintings by using collage style are well created	Relevant online resources and artworks related to contemporary paintings by collaging style, canvas, manila papers, water colours, acrylics paints, oil paints, linseed oil, brushes, pallets, water, coloured newspapers and coloured papers	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.3 Create realistic art content	(a) Create realistic two-dimensional drawings	<p>Think–ink–pair–share: Guide the students to identify the techniques used to create realistic two-dimensional drawings</p> <p>Demonstration: Guide the students to employ techniques to create two-dimensional drawings</p> <p>Hands-on activities: Guide the students to create realistic two-dimensional drawings.</p>	Realistic two-dimensional drawings that meet clients’ needs are well created	Sample pictures of realistic drawings, drawing tools, and white papers	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Create realistic two-dimensional paintings.	<p>Think–ink–pair–share: Guide the students to identify the techniques used to create realistic two-dimensional paintings</p> <p>Demonstration: Guide the students to employ techniques to create two-dimensional paintings</p> <p>Hands-on activities: Guide the students to create realistic two-dimensional paintings</p> <p>Exhibition: Guide the students to display the paintings for class discussion</p>	Realistic two-dimensional paintings that meet clients' needs are well created	Sample pictures of paintings, white papers, water colours, acrylics paints, oil paints, brushes and painting boards	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
3.0 Demonstrate mastery of the principles of occupational health and environmental care in fine art	3.1 Demonstrate an understanding of ethical conduct in fine art	(a) Describe the basic ethical norms and values governing creation of art works	<p>Use of a resource person: Invite an artist to explain basic ethical norms and values governing creation of art works</p> <p>Project work: Guide the students to write notes on basic ethical norms and values governing the creation of artworks</p>	Analyse ethical norms and values governing creation of artworks.	Copyright laws of Tanzania	12
		(b) Describing aspects of the copyright laws of Tanzania dealing with artworks	<p>Use of a resource person: Invite a knowledgeable person about copyright issues to explain the copyright laws of Tanzania dealing with artworks</p>	Copyright laws of Tanzania guiding the archiving of artworks are clearly described		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			<p>Group Discussion: Guide the students in manageable groups to discuss the process of archiving artworks using ICT adhere to copyright laws of Tanzania</p>			
		(c) Describing the process of registering artworks according to the copyright laws of Tanzania	<p>Use of a resource person: Invite a knowledgeable person to explain the process of registering artworks</p> <p>Group Discussion: Guide the students in manageable groups to discuss the processes of registering art works according to the copyright laws of Tanzania</p>	The processes of artwork registration according to the copyright laws of Tanzania are correctly described	Copyright laws of Tanzania, samples of application forms No. CST 4, CST 5, CST 6 and CST 7	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
4.0 Use ICT to market works of fine art	4.1 Use ICT to market works of fine art	(a) Describe the basic strategies for marketing artworks (<i>product, promotion, price and place</i>)	<p>Use of a resource person: Invite a knowledgeable person about online marketing of fine art works</p> <p>Group Discussion: Guide the students in manageable groups to discuss the basic strategies for marketing art works using ICT (<i>products, promotion, price and place</i>)</p>	Marketing of artworks through ICT are well demonstrated	Relevant software and online resources for marketing strategies of artwork	11

Form IV

Table 6: *Detailed Content for Form IV*

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of concepts, theories and principles of Fine Art	1.1 Demonstrate an understanding of the concepts, theories and principles of Fine Art	(a) Describe the basic tenets of pictorial compositions	Brainstorming: In manageable groups, guide the students to explain the basic tenets of pictorial composition	Basic tenets of pictorial compositions are correctly described.	Relevant online resources and samples of artworks related to pictorial compositions	12
2.0 Create simple works of fine art	2.1 Make decorations	(a) Create drawing from pictorial compositions	Think–ink–pair–share: Guide the students to identify the techniques used to create pictorial drawing compositions Hands-on activities: Guide the students to create pictorial drawing compositions	Pictorial compositions drawings are created correctly	Relevant online resources and samples of artworks related to pictorial drawing compositions, white papers, pencils, easels, drawing boards, and erasers	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			Exhibition: Guide the students to display the drawings for class discussion			
		(b) Create paintings from pictorial compositions	<p>Think–ink–pair–share: Guide the students to identify techniques used to create paintings from pictorial compositions</p> <p>Hands-on activities: Guide the students in manageable groups to create paintings from pictorial compositions</p> <p>Exhibition: Guide the students to display the paintings for class discussion</p>	Pictorial compositions paintings are created correctly	Relevant online resources and samples of artworks related to pictorial painting compositions, canvas, manila papers, water colours, acrylics paints, oil paints, linseed oil, brushes, pallets, water,	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Create monoprints and relief prints	<p>Think–ink-pair –share: Guide the students to identify techniques used to create monoprints and relief prints</p> <p>Hands-on activities: Guide the students in manageable groups to create monoprints and relief prints</p> <p>Exhibition: Display the prints for class discussion</p>	Monoprints and relief prints are created correctly	Relevant online resources and samples of artworks related to monoprints and relief prints, carving knives, printing papers, woodblocks, fabrics, fabric colors and printing ink	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.2 Use traditional and modern techniques to create works of art	(a) Create simple digital drawings	<p>Think–ink–pair–share: Guide the students to identify the techniques used to create simple digital drawings</p> <p>Hands-on activities: Guide the students in manageable groups to Create simple digital drawings</p> <p>Exhibition: Guide the students to display the drawings for class discussion</p>	Simple digital drawings are created correctly	Relevant online resources and samples of artworks related to simple digital drawings, and computer painting software	14

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Create simple digital paintings	<p>Think–ink–pair–share: Guide the students to identify the techniques used to create simple digital paintings</p> <p>Hands-on activities: Guide the students in manageable groups to Create simple digital paintings</p> <p>Exhibition: Guide the students to display the paintings for class discussion</p>	Simple digital paintings are created correctly	Relevant online resources and samples of artworks related to simple digital paintings, and computer painting software	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.3 Create realistic art content	(a) Create realistic three-dimensional drawings	<p>Think–ink–pair–share: Guide the students to identify the techniques used to create realistic three-dimensional drawings</p> <p>Hands-on activities: Guide students in manageable groups to create realistic three-dimensional drawings</p> <p>Exhibition: Guide the students to display the drawings for class discussion</p>	Three-dimensional realistic drawings are created correctly	Relevant online resources and samples of artworks related to realistic three-dimensional drawings, white paper, pencils, easel, drawing boards, and erasers	14
		(b) Create realistic three-dimensional paintings	<p>Think–ink–pair–share: Guide the students to identify the techniques used to create realistic three-dimensional paintings</p>	Three dimensional paintings are correctly created	Relevant online resources and samples of artworks related to realistic three-dimensional paintings	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			<p>Hands-on activities: Guide the students in manageable groups to Create realistic three-dimensional paintings</p> <p>Exhibition: Guide students to display the paintings for class discussion</p>		canvas, manila papers, water colours, acrylics paints, oil paints, linseed, thinner, kerosene, oil, brushes, pallets, and water	
3.0 Demonstrate mastery of the principles of occupational health and environmental care in Fine Art	3.1 Demonstrate an understanding of ethical conduct in fine art	(a) Describe the basic ethical considerations guiding the collection and display of artworks	<p>Resourceful person: Use of a resource person to describe basic ethical considerations guiding the collection and displaying of artworks</p> <p>Discussion: Under the teacher students in manageable groups, to discuss what they have learnt from the guest speaker</p>	Ethical considerations in collecting and displaying of artworks are correctly explained	Relevant online resources related to the basic ethical considerations guiding the collection and display of artworks	14

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Describing the archiving of artworks while observing copyright laws of Tanzania	<p>Use of a resource person: Invite a knowledgeable person about archiving artworks to explain the archiving of artworks while observing copyright laws of Tanzania</p> <p>Group Discussion: Guide the students in manageable groups to discuss archiving of artworks while observing copyright laws of Tanzania</p>	Archiving of artworks while observing copyright laws of Tanzania are clearly described	Relevant online resources related to the archiving of artworks	

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