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MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



GRAPHIC DESIGN SYLLABUS FOR ORDINARY SECONDARY EDUCATION
VOCATIONAL STREAM FORM I-IV

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Abbreviations and Acronyms

CAD	Computer Aided Design
CBET	Competence Based Education and Training
CMYK	Cyan, Magenta, Yellow and Black
DPI	Dots per Inch
ICC	International Color Consortium
PPI	Pixels per Inch
RGB	Red, Green and Blue
SPC	Statistical Process Control
TQM	Total Quality Management
UI	User Interface
UX	User Experience
VR	Virtual Reality
VET	Vocational Education and Training
VETA	Vocational Education and Training Authority

Definition of Key Terms

Assessment: The process of collecting evidence and making judgments on whether competency has been achieved, or whether specific skills and knowledge have been achieved that will lead to the attainment of competency.

Circumstantial knowledge: Detailed knowledge, which allows the decision-making in regard to different circumstances and cross cutting issues.

Competence: The ability to use knowledge, understanding, practical and thinking skills to perform effectively to the workplace standards required in employment.

Element: A sub-unit (step), which reflects learning sequence with the aim of achieving broad learning objectives of a unit.

Occupational Standards: Specific requirements of competences people are expected to demonstrate in a particular occupational area, including knowledge and relevant attitudes. They also act as performance tool of assessment of the prescribed outcomes.

Performance criteria: Indication of the expected end results or outcome in form of evaluative statements.

Standard: A set of statements, which if proved true under working conditions, means that an individual is meeting an expected level and type of performance.

Underpinning Knowledge: This is essential knowledge needed in order to demonstrate competences that are associated in performing a given task.

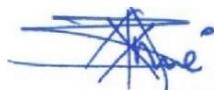
Unit: A statement of broad learning objectives, which prescribe the requirements of a standard in form of practical skills, knowledge and appropriate attitudes.

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For and on behalf of:

Vocational Education and Training Authority



CPA. Anthony M. Kasore

Director General

1.0. Introduction

Graphic Design is one of the occupations taught in the Ordinary Secondary Education Vocational Stream. Learning Graphic Design is essential because Tanzania has a growing demand for visually compelling content across various industries, driven by the increasing use of digital media, advertising and marketing. The graphic design sector offers significant opportunities for creativity, economic growth and technological advancement. By learning Graphic Design, students gain practical skills that enable them to create, edit and produce visual content, such as logos, advertisements, websites and multimedia presentations. This enhances local industries, promotes the creation of original content, and reduces dependency on foreign designs, contributing to national self-reliance in the creative and digital sectors. Ultimately, this fosters economic development, creates job opportunities, promotes artistic innovation and supports sustainable cultural growth.

An occupation is a specific work area or a group of related job roles that demand particular skills, knowledge, and competencies. It encompasses a structured professional activity within the labour market, marked by distinct tasks, responsibilities, and established standards of practice. In the context of Graphic Design, an occupation refers to tasks performed within the creative industry, including conceptualizing, designing, and producing visual content for both digital and print media. Graphic design involves combining artistic elements like typography, colour theory, and layout design to communicate messages effectively, enhancing the visual appeal and functionality of marketing materials, branding, and online platforms.

Upon completion of the program, students will possess both theoretical and practical knowledge of graphic design, from mastering design software to understanding design principles and techniques. They will be proficient in using tools and other industry-standard software, developing creative solutions for various design projects, and incorporating sustainable practices in their work. Additionally, students will gain business skills critical for managing a design enterprise, ensuring high standards of creativity, innovation, and competitiveness in the graphic design industry.

Graduates of this occupation can find employment in the following sectors: They may work in both government and private sectors, including Advertising agencies, Brand identity design, Web/App design, Publishing, Print media, Motion graphics, Animation studios, entertainment industry (films, music, television and movies), social media and content creation. Employment opportunities also exist in self-employment, freelancing, small, medium, and large design firms, as well as in Non-Governmental Organizations (NGOs).

The Graphic Design Syllabus is designed to guide the teaching and learning of Graphic Design at the Ordinary Secondary Education Form I-IV Vocational Stream in the United Republic of Tanzania. The syllabus outlines the competencies a student needs to develop while learning Graphic Design. It contains valuable information that will enable teachers to effectively plan their teaching process and help learners to develop the intended competencies.

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, norms 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. General Competencies for Ordinary Secondary Education Vocational Stream

The general competences for Ordinary Secondary Education, Form 1–IV, Vocational Education stream are to:

- (a) Apply the knowledge, skills and attitudes the student developed in the primary school stage to increase his/her understanding of technical skills;
- (b) Apply technical skills in designing, inventing and making various things to cope with life and solve challenges in society;
- (c) Appreciate citizenship and national virtues;
- (d) Use language skills;
- (e) Demonstrate self-confidence in learning in various fields, including science and technology, technical knowledge and technical skills;
- (f) Apply technical knowledge and skills in designing, discovering and making various things to solve challenges in society, including cross cutting issues;
- (g) Appreciate procedures and safety rules in using technical tools correctly; and
- (h) Apply the technical knowledge and skills acquired to develop oneself with vocational and technical education and join the workforce.

4.0. General Competences of the Occupation

Upon completion of this occupation, students are expected to have ability to:

- a) Apply creative and artistic Skills
- b) Create visual concepts;

- c) Use design tools and software;
- d) Apply design principles;
- e) Use elements of design
- f) Understand printing and production
- g) Manage projects and solve design challenges;
- h) Stay updated on trends and technologies;
- i) Pay attention to detail
- j) Describe ethical and cultural awareness;
- k) Perform marketing and digital media.

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 Competence)	(Specific competences)
1.0 Maintaining safety of studio and working environment	1.1 Maintaining studio safety 1.2 Handling hazards 1.3 Handling fire accidents 1.4 Performing first aid
2.0 Performing basic graphic design	2.1 Performing colour theory 2.2 Performing typography 2.3 Managing principles of graphic design 2.4 Performing elements of graphic design 2.5 Performing digital image editing 2.6 Creating basic graphic design
3.0 Performing digital illustration	3.1 Performing digital illustrations pre-production 3.2 Production in digital illustrations 3.3 Performing digital illustrations post-production
4.0 Creating designs for graphic design communication	4.1 Creating basic designs for graphic design communication 4.2 Creating layout and composition 4.3 Creating presentation for graphic design communication
5.0 Designing a product package	5.1 Designing product package 5.2 Performing packaging visual elements 5.3 Preparing packaging presentation
6.0 Performing web design and mobile user interface (UI) and user experience (UX)	6.1 Performing basics of web design 6.2 Performing engaging and mobile user experiences 6.3 Performing web and mobile design project presentations
7.0 Performing motion graphics	7.1 Performing principles of motion graphics 7.2 Performing basic motion graphics 7.3 Performing engaging motion graphics 7.4 Creating animated infographics 7.5 Performing audio and sound design 7.6 Presenting motion graphics projects
8.0 Managing a safe work environment	8.0 Managing hazards 8.1 Carrying out risk assessment 8.2 Managing the environment
9.0 Managing preventive maintenance	9.1 Planning preventive maintenance 9.2 Supervising preventive maintenance

10.0 Managing branding and production	10.1 Establishing a small-scale enterprise 10.2 Performing cost estimates 10.3 Supervising staff 10.4 Performing branding and business marketing strategies 10.5 Carryout quality control
11.0 Creating graphic design projects	11.1 Creating project planning 11.2 Creating final graphic design projects 11.3 Displaying final graphic design projects

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

Good relationships between a teacher, student and parent, or guardian is fundamental to ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of Wood Processing.

6.1. The teacher

The teacher is expected to:

- (a) Help the student to learn and develop the intended competences in Technical Drawing
- (b) Use teaching and learning approaches that will allow students with different needs and abilities to:
 - (i) Develops the competences needed in the 21st Century; and
 - (ii) Actively participate in the teaching and learning process.
- (c) Use student centered 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 according to their learning needs and abilities;
- (h) Protect the student from the risky environment while he or she is at school;
- (i) Keep track of the student's daily progress;
- (j) Identify individual student's needs and provide the proper 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 participating actively 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 in online libraries.

6.3. The parent/guardian

The Parents/Guardian is expected to:

- (a) Monitor the child's academic progress;
- (b) Where possible, provide a child with the needed academic support;
- (c) Provide a child with a safe and friendly home environment which is conducive for learning;
- (d) Keep track of a child's progress in behaviour;
- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instill in a 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 demonstration, practical/hands-on activities, observations, role play, simulation, group works, peer teaching/learning, discussions, presentations, field visits, research, 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. The focus is expected to be on practical application and developing cognitive, affective, and psychomotor skills through learner-centred methods. Vocational teachers act as facilitators, incorporating both school base teaching and project work supervision.

8.0. Teaching and Learning Resources

The process of teaching and learning requires different resources. In that regard, both a teacher and students should work together to collect or improvise alternative resources available in the school and home environment when needed. Teachers and students 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

Assessment is important in teaching and learning of Graphic Design. 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 demonstration, discussions, presentations, oral questions, experiments, observations, practical assignments 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 Form Two National Assessment, terminal examination, annual examination, mock examination and project. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 60% and the National Form IV

Examination shall be 40% as indicated in Table 2.

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

Assessment Category	Weight (%)	National Examination
Form Two National Assessment (FTNA)	6.0	40
Form Three Terminal Examination	5.0	
Form Three Annual Examination	5.0	
Form Four Mock Examination	7.0	
Project	7.0	
Form Two Practical	10.0	
Form Three Practical	10.0	
Form Four Practical	10.0	
Total	60	

10.0. Project Work

Project work is a carefully planned and clearly defined task or problem that a student undertakes, either alone or in a group, to enhance and apply the skills and knowledge gained in the classroom, workshop, kitchen, or laboratory. It is based on the principles of "Learning by Doing" and "Learning by Living." In this context, the implementation of Project Work in secondary schools' vocational streams is essential. Projects in the vocational stream should be conducted in the core subject (occupation). To ensure its success, the supervision and assessment of student project work must be consistent with the established guidelines provided by National Examinations Council of Tanzania (NECTA).

11.0. Number of Periods

The Graphic Design Syllabus for Ordinary Secondary Education Vocational Stream Form I-IV provides time estimates for teaching and learning each specific competence. The estimates consider the complexity of the specific competences and the learning activities. Eight (08) periods of 40 minutes each have been allocated per week, whereby two (02) periods will be used for theory and 6 for practical sessions which may require double periods (e.g., 80). Double periods will allow sufficient time for hands-on activities.

12.0. Teaching and Learning Contents

The contents of the Syllabus are organised into a matrix with seven (07) columns which are main competences, specific competences, learning activities, suggested teaching and learning methods, assessment criteria which is divided into (process assessment, products/service assessment and underpinning knowledge), suggested teaching and learning resources and number of periods as presented in Table 3 to 6.

Form One

Table 3: Detailed contents for Form One

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
1.0 Maintaining safety of studio and working environment	1.1 Maintaining studio safety	(a) Maintaining studio safety rules	<p>Brainstorm: Guide the students to list common studio safety rules, discuss their importance in preventing accidents and ensuring a safe working environment</p> <p>Practical Work: Guide students to correctly implement studio safety rules, such as wearing appropriate Personal Protective Equipment (PPE), proper tool usage, and maintaining cleanliness</p> <p>Activity: Organize students into manageable groups to identify the studio safety</p>	<ul style="list-style-type: none"> ● Interpret different safety signs in a studio ● Draw safety signs ● Maintain personal safety ● Clean studio, tools, equipment and studio surroundings ● Use safety gears 	Safety of studio and tools maintained as per safety rules and regulations	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> ● adhere to the studio safety rules ● prevent accident and ensuring safety while in studio <p>Principles: The student should explain principles of:</p> <ul style="list-style-type: none"> ● Studio safety ● Preventing accidents by observing safety rules <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> ● Studio safety rules ● Purpose of each safety rule ● Different safety sign and their importance <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> ● OSHA rules and regulations ● Safe working practices ● Studio rules and regulations 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> ● Safety gears (PPE) ● Safety signs 	16

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			signs and write down their meaning.					
		(b) Maintaining the studio working environment.	<p>Brainstorm: Guide students to identify main aspects of a safe and effective studio environment, such as cleanliness, organization, proper lighting, ventilation, and noise control and discuss how these factors contribute to productivity and safety</p> <p>Practical Work: Guide students to implement proper organization and maintenance practices, such as arranging tools on racks, safely storing hazardous materials, and ensuring clear pathways</p> <p>Activity: Organize students into manageable groups and have</p>	<ul style="list-style-type: none"> • Maintain studio safety • Identify causes of health and safety hazards in a studio and its surroundings • Maintain safe working environment • Maintain personal safety • Clean studio, tools, equipment and studio surroundings • Store tools, equipment and safety gear • Dispose different types of wastes as per OHS 	Safety of studio and tools maintained as per safety rules and regulations	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Maintain studio safety • Dispose different types of wastes • Clean studio, tools, equipment and machines safely • Maintain personal safety while in studio <p>Principles: The student should explain principles of:</p> <ul style="list-style-type: none"> • Studio cleaning • Storing different types of tools and equipment used in the occupation <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> • Possible studio accidents and their causes and prevention • Methods of disposing different types of wastes • Classification of wastes and their hazards • Importance of cleaning a studio and surrounding • Purpose of each safety gear • Different safety sign and their importance <p>Circumstantial knowledge Detailed knowledge about:</p>	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Tool kit • Spirit level • Safety boots • Gloves • Overalls • Cleaning materials • Hoe • Broom • Brush • Safety gears (PPE) • Dust covers • Dust mask • Dust bins 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			them organize tools, clean the studio, and check the functionality of safety equipment.			<ul style="list-style-type: none"> • OSHA rules and regulations • Safe working practices • Waste disposal procedures • Studio rules and regulations 		
		(c) Maintaining personal grooming.	<p>Brainstorm: Guide students to define personal safety and identify common risks in a studio environment.</p> <p>Practical Work: Guide student to properly use Personal Protective Equipment (PPE), such as safety goggles, gloves, and helmets</p> <p>Activity: Organize students into pairs and have them use safety gears and evaluate each other's adherence to personal safety practices.</p>	<ul style="list-style-type: none"> • Select relevant safety gears • Identify causes of health and safety hazards in a studio and its surroundings • Take precautions against health and safety hazards • Interpret different safety signs in a studio • Maintain personal safety • Use safety gears 	Safety of studio and tools maintained as per safety rules and regulations	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Maintain personal safety while in studio <p>Principles: The student should explain principles of:</p> <ul style="list-style-type: none"> • personal safety • Using safety gear (PPE) <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> • Purpose of each safety gear • Different safety sign and their importance <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • OSHA rules and regulations • Safe working practices • Studio rules and regulations 	The following tools, equipment and safety gears are to be available:	
		(d) Maintaining personal hygiene.	Brainstorm: Guide students to define personal	<ul style="list-style-type: none"> • Select relevant safety gears 	Safety of studio and tools	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should</p>	The following tools, equipment and safety gears are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>safety and identify common risks in a studio environment.</p> <p>Practical Work: Guide student to properly use Personal Protective Equipment (PPE), such as safety goggles, gloves, and helmets</p> <p>Activity: Organize students into pairs and have them use safety gears and evaluate each other's adherence to personal safety practices.</p>	<ul style="list-style-type: none"> Identify causes of health and safety hazards in a studio and its surroundings Take precautions against health and safety hazards Interpret different safety signs in a studio Maintain personal safety Use safety gears 	<p>maintained as per safety rules and regulations</p>	<p>explain how to:</p> <ul style="list-style-type: none"> Maintain personal safety while in studio <p>Principles: The student should explain principles of:</p> <ul style="list-style-type: none"> personal safety Using safety gear (PPE) <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> Purpose of each safety gear Different safety sign and their importance <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> OSHA rules and regulations Safe working practices Studio rules and regulations 	<ul style="list-style-type: none"> Tool kit Spirit level Safety boots Gloves Overalls Cleaning materials Safety gears (PPE) Dust covers Dust mask 	
	1.2 Handling hazards	(a) Handling mechanical hazards.	<p>Brainstorm: Guide the students to define mechanical hazards, identify examples such as moving parts, sharp edges, or pinch points, and discuss their potential risks in various environments</p>	<ul style="list-style-type: none"> Carry out first aid to person involved in accidents related to mechanical hazards Use service manual Interpret studio rules 	<p>Machines, equipment accidents and incidents handled according to studio rules and regulations</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Identify hazard materials Handle hazards materials Use safety gears Use colour code and safety signs Handle an accident victim Protect on unconscious victim Carry out first aid 	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> Tool kit Air blower Soft cloth Fire extinguisher brush Overalls Rubber gloves Gloves Safety boots 	18

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Practical Work: Guide students on using mechanical tools, equipment, and machines safely</p> <p>Activity: Organize students into manageable groups and assign them to inspect different areas of the studio to identify potential mechanical hazards</p>	<p>and regulations</p> <ul style="list-style-type: none"> • React correctly and safely when faced with an emergency • Identify and apply all emergency equipment and supplies • Locate first aid kit • Take necessary steps to save the victim • Report to superiors • Record accidents • Make periodic inspection of studio area and equipment • Handle mechanical equipment • Follow compressed air rule 		<ul style="list-style-type: none"> • React correctly and safely when faced with emergency <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Classification of hazards • Cardio pulmonary resuscitation • Emergency life support <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> • Effects of mechanical hazards • Emergency life support • Treatment for burns • Treatment for fractures • Treatment for unconscious person • Importance of using safety gears • Advantages of accidents preventions • Usage of colour code and safety signs • Reading manufacturer's instruction before operating machine <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling accidents and incidents • Safe handling of tools, equipment and machines • Waste disposal methods • Respiratory and circulatory 	<ul style="list-style-type: none"> • Safety clear glasses • First aid kit • First aid poster • Helmet • Gloves • Ear plug • Mask • overall • Studio rules and regulations guidelines • Service manual 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Follow good environmental practices Handle machines Use safety gears Clean tools, equipment and workplace Store tools and equipment 		systems <ul style="list-style-type: none"> Basic functions of the human body 		
		(b) Handling machine physical hazards.	<p>Brainstorm: Guide students to define physical hazards and identify common examples, such as slippery floors, falling objects, noise, extreme temperatures, and sharp edges Discuss how these hazards occur and their potential impact on safety</p> <p>Practical Work: Guide students in handling physical hazards effectively</p>	<ul style="list-style-type: none"> Carry out first aid to person involved in accidents related to physical hazards Use service manual Interpret studio rules and regulations React correctly and safely when faced with an emergency 	Machines, equipment and chemicals accidents and incidents handled according to studio rules and regulations	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Identify hazard materials Handle hazards materials Use safety gears Use colour code and safety signs Handle an accident victim Protect on unconscious victim Carry out first aid React correctly and safely when faced with emergency <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> Classification of hazards Handling hazardous materials Identifying hazard materials 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Soft cloth brush Overalls Rubber gloves Gloves Safety boots Safety clear glasses First aid kit First aid poster Helmet Gloves Ear plug Mask overall Studio rules and regulations guidelines 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Activity: Organize students into manageable groups to survey different areas of the studio or school premises Task them with identifying physical hazards and proposing corrective actions, such as installing barriers, using mats, or improving lighting</p>	<ul style="list-style-type: none"> • Identify and apply all emergency equipment and supplies • Locate first aid kit • Carry out artificial respiration • Take necessary steps to save the victim • Report to superiors • Record accidents • Make periodic inspection of studio area and equipment • Follow good environmental practices • Use safety gears • Clean tools, equipment and workplace • Store tools 		<ul style="list-style-type: none"> • Cardio pulmonary resuscitation • Emergency life support <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> • Effects of physicals hazards • Emergency life support • Treatment electric shock • Treatment for burns • Treatment for fractures • Treatment for unconscious person • Importance of using safety gears • Advantages of accidents preventions • Usage of colour code and safety signs • Reading manufacturer's instruction before operating machine <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling accidents and incidents • Safe handling of tools, equipment and machines • Waste disposal methods • Respiratory and circulatory systems • Basic functions of the human body 	<ul style="list-style-type: none"> • Service manual 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				and equipment				
		(c) Handling chemical hazards.	<p>Brainstorm: Guide students to define chemical hazards and identify examples such as corrosive substances, flammable liquids, toxic fumes, and reactive chemicals. Discuss how these hazards occur and their potential effects on health and safety.</p> <p>Practical Work: Guide students to properly handle, store, and disposal of chemicals.</p> <p>Activity: Organize students into manageable groups to inspect chemical storage areas for compliance with safety standards. Assign them to identify unsafe practices, such as improper</p>	<ul style="list-style-type: none"> Carry out first aid to person involved in accidents related to chemical hazards Use service manual Interpret studio rules and regulations React correctly and safely when faced with a n emergency Identify and apply all emergency equipment and supplies Locate first aid kit Carry out artificial respiration Take necessary 	Machines, equipment and chemicals accidents and incidents handled according to studio rules and regulations	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Identify hazard materials Handle hazards materials Use safety gears Use colour code and safety signs Handle an accident victim Protect on unconscious victim Carry out first aid React correctly and safely when faced with emergency. <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> Classification of hazards Handling hazardous materials Identifying hazard materials Cardio pulmonary resuscitation Emergency life support <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> Effects of chemicals hazards. Emergency life support Treatment for burns Treatment for unconscious person Importance of using safety gears 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Soft cloth Fire extinguisher brush Overalls Rubber gloves Gloves Safety boots Safety clear glasses First aid kit First aid poster Gloves Mask overall Studio rules and regulations guidelines Service manual 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			labelling or inadequate ventilation, and recommend corrective measures.	steps to save the victim <ul style="list-style-type: none"> • Report to superiors • Record accidents • Make periodic inspection of studio area and equipment • Identify hazard material • Handle hazard material • Follow good environmental practices • Use safety gears • Clean tools, equipment and workplace • Store tools and equipment 		<ul style="list-style-type: none"> • Advantages of accidents preventions • Usage of colour code and safety signs • Reading manufacturer's instruction before operating machine Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety precautions while handling accidents and incidents • Waste disposal methods • Respiratory and circulatory systems • Basic functions of the human body 		
		(d) Handling electrical hazards.	Brainstorm: Guide students to define electrical hazards and identify	<ul style="list-style-type: none"> • Carry out first aid to person involved in 	Machines and equipment accidents	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Tool kit 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>examples such as exposed wires, overloaded circuits, wet areas near electrical installations, and improper use of electrical equipment. Discuss the potential risks, including shocks, burns, and fires.</p> <p>Practical Work: Guide students to practice safe handling of electrical hazards.</p> <p>Activity: Organize students into manageable groups to identify potential electrical hazards in the studio or school premises. Assign them to assess the risks and suggest preventive measures, such as proper wiring, grounding, or use of circuit protection devices.</p>	<p>accidents related to electrical hazards</p> <ul style="list-style-type: none"> • Use service manual • Interpret studio rules and regulations • React correctly and safely when faced with an emergency • Identify and apply all emergency equipment and supplies • Locate first aid kit • Carry out artificial respiration • Take necessary steps to save the victim • Report to superiors • Record accidents • Make 	<p>and incidents handled according to studio rules and regulations</p>	<ul style="list-style-type: none"> • Use safety gears • Use colour code and safety signs • Handle an accident victim • Protect on unconscious victim • Protect a fire victim • Carry out first aid • React correctly and safely when faced with emergency. <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Cardio pulmonary resuscitation • Emergency life support <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> • Emergency life support • Treatment electric shock • Treatment for burns • Treatment for unconscious person • Importance of using safety gears • Advantages of accidents preventions • Usage of colour code and safety signs • Reading manufacturer's instruction before operating machine <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling accidents and incidents 	<ul style="list-style-type: none"> • Soft cloth • Fire extinguisher • Overalls • Rubber gloves • Gloves • Safety boots • Safety clear glasses • First aid kit • First aid poster • Gloves • overall • Studio rules and regulations guidelines • Service manual 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Discussion: Facilitate a discussion on the importance of electrical safety and compliance with safety standards. Use real-life examples of electrical accidents to highlight the consequences of negligence and improper practices.</p>	<p>periodic inspection of studio area and equipment</p> <ul style="list-style-type: none"> • Identify hazard material • Use colour code and know what colour represent • Handle electrical equipment • Follow good environmental practices • Use safety gears • Store tools and equipment 		<ul style="list-style-type: none"> • Safe handling of tools, equipment and machines • Waste disposal methods • Respiratory and circulatory systems • Basic functions of the human body 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(e) Maintaining safety gears.	<p>Brainstorm: Guide the students to define safety gears and their importance in preventing injuries in studios and industrial environments. Discuss the various types of safety gears, such as gloves, helmets, goggles, ear protection, aprons, and safety boots.</p> <p>Practical Work: Guide students to properly inspect, clean, and store safety gears to ensure their effectiveness and longevity.</p> <p>Activity: Organize students into manageable groups and assign them tasks related to maintaining different types of safety gears. Each</p>	<ul style="list-style-type: none"> • Use service manual • Clean tools, equipment and workplace • Store tools and equipment 	Machines, equipment and chemicals accidents and incidents handled according to studio rules and regulations	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Use safety gears • Use colour code and safety signs <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Classification of hazards • Handling safety gears • Storing safety gears <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> • Importance of using safety gears • Advantages of accidents preventions • Usage of colour code and safety signs • Reading manufacturer's instruction before operating machine <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling accidents and incidents • Safe handling of tools, equipment and machines 	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • Overalls • Rubber gloves • Gloves • Safety boots • Safety clear glasses • Helmet • Ear plug • Mask • Studio rules and regulations guidelines • Service manual 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			group will: <ul style="list-style-type: none"> • Inspect assigned safety gear for any damage or wear and document their findings. • Clean the safety gear using appropriate methods and materials. • Arrange the safety gears in a designated storage area, ensuring proper organization and labelling. 					

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	1.3 Handling fire accidents	(a) Handling firefighting equipment and materials.	<p>Brainstorm: Guide the students to define firefighting equipment and materials, such as fire extinguishers, fire blankets, and sand buckets. Discuss their importance in preventing the spread of fire and ensuring safety.</p> <p>Practical Work: Guide the students on how to handle firefighting equipment properly.</p> <p>Activity: Organize the students into manageable groups to inspect the school premises for firefighting equipment. Task them to identify the location, condition, and accessibility of equipment and ensure it's ready for use in emergencies.</p>	<ul style="list-style-type: none"> • Select tools, equipment and safety gears • Apply right class of fire extinguisher • Check and test fire extinguishers • Clean up tools, equipment and working place • Store tools, equipment and safety gears 	Fire accidents handled as per rules and regulations.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Identify different type of fire extinguisher • Apply the right type of fire extinguishers • Apply right type of firefighting materials <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Identifying different type of fire extinguishers • Checking and testing fire extinguishers • Applying right class of fire extinguishers <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> • Importance of handling fire accidents • Types and common classes of fire • Handle different types of fire • Importance of checking and servicing fire extinguishers • Importance of differentiate firefighting materials 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Firefighting rules and regulations • Studio rules and regulations • Fire extinguishers • Firefighting materials • First aid kit • Gloves • Safety boots • Overall • Safety clear glasses 	10

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(b) Handling different types of fire.	<p>Brainstorm: Guide the students to define fire classes and identify their causes, such as combustible materials, flammable liquids, electrical faults, and cooking oils. Discuss the dangers of using incorrect firefighting methods for each fire type.</p> <p>Practical Work: Guide the students on how to handle different types of fire safely.</p> <p>Activity: Organize the students into manageable groups to simulate handling different fire scenarios. Assign each group a fire type and have them practice choosing and using the correct firefighting equipment and techniques.</p>	<ul style="list-style-type: none"> Identify common classes of fire React correctly and safely when faced with different types of fire Handle different types of fire Apply right class of firefighting materials 	Fire accidents handled as per rules and regulations.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Identify different type of fire extinguisher Apply the right type of fire extinguishers Apply right type of firefighting materials <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> Identifying different type of fire extinguishers Checking and testing fire extinguishers Applying right class of fire extinguishers <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> Importance of handling fire accidents Types and common classes of fire Handle different types of fire Importance of checking and servicing fire extinguishers Importance of differentiate firefighting materials 	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> Firefighting rules and regulations Studio rules and regulations Fire extinguishers Firefighting materials First aid kit Gloves Safety boots Overall Safety clear glasses 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
	1.4 Performing First Aid	(a) Performing artificial respiration	<p>Brainstorm: Guide students to define artificial respiration and its purpose in emergencies, such as when a person has stopped breathing. Discuss the importance of acting quickly and correctly to save lives.</p> <p>Practical Work: Guide students to properly perform artificial respiration.</p> <p>Activity: Organize students into pairs to practice artificial respiration on mannequins or dummies. Ensure they follow the correct steps for assessing the victim and performing resuscitation.</p> <p>Discussion: Facilitate a discussion on when</p>	<ul style="list-style-type: none"> • Select tools and equipment. • Perform artificial respiration. • Observe safety precautions. 	First aid offered conforms to medical requirements.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform first aid.</p> <p>Principles: The student should explain principles of: -</p> <ul style="list-style-type: none"> • Performing artificial respiration. • Providing first aid. <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> • Different types of accidents. • Types of artificial respiration. • The use of accessories in a first aid kit. • Importance of first aid. <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions to be observed while performing first aid. • Safe handling of first aid kit. 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • First aid Kit. • Stretcher. • Light blanket. • Sterilizer. • Towel • Overall. • Medical gloves. • Safety boots. 	10

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			artificial respiration should be performed and when to seek professional medical assistance. Share case studies or real-life experiences to highlight the importance of this skill.					
		(b) Performing first aid to minor wound scalpels.	<p>Brainstorm: Guide students to define minor wounds, specifically scalpel injuries, and discuss their causes, such as cuts from surgical tools or sharp objects. Highlight the importance of treating these injuries promptly to prevent infection and further harm.</p> <p>Practical Work: Guide students to perform first aid on minor wounds.</p> <p>Activity: Organize students into manageable</p>	<ul style="list-style-type: none"> • Select tools and equipment. • Identify types of injuries. • Attend minor wounds. • Sterilize first aid tools. • Observe safety precautions. • Store first aid kit. 	First aid offered conforms to medical requirements.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform first aid. Principles: The student should explain principles of: -</p> <ul style="list-style-type: none"> • Attending minor wounds. • Providing first aid. <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> • Different types of wounds. • Different types of accidents. • Types of artificial respiration. • The use of accessories in a first aid kit. • Importance of first aid. <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions to be observed while performing first aid. • Safe handling of first aid kit. • Waste disposal 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • First aid Kit. • Stretcher. • Light blanket. • Sterilizer. • Towel • Overall. • Medical gloves. • Safety boots. 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			groups to practice first aid on minor wound scenarios using props like bandages, gauze, and dummies. Have them demonstrate each step, ensuring correct technique and hygiene.					
2.0 Performing basic graphic design.	2.1 Performing colour theory.	(a) Creating colours.	<p>Brainstorm: Guide students to understand colour wheel, warm and cool colour, colour psychology, colour palette, colour modes i.e. RGB (Red, Green, Blue) CMYK (Cyan, Magenta, Yellow, Black), hue, saturation and brightness.</p> <p>Practical Work: Design a flyer to evoke a sense of optimism and hope for a local charity event that supports education initiatives. Make sure to apply</p>	<ul style="list-style-type: none"> • Select tools and equipment. • Select material • Create basic colour wheel • Illustrate colour relationships • Create colour palette • Illustrate warm and cool Colours • Observe safety procedures • Clean workplace • Store tools 	Colour theory in graphic design performed as per required standard.	<p>Knowledge evidence: Detailed Knowledge of: Method used: The student should explain how to;</p> <ul style="list-style-type: none"> • Take care brushes, colour palettes and computer • Colour mixing as per standard <p>Principles: The student should explain principles of</p> <ul style="list-style-type: none"> • Colour theory and colour schemes • Basic colour wheel <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Understanding key terms in colour theory • Importance of colour wheel and colour schemes <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while using colour palette and computer 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils • Pencil sharpener • Erasers • Pastels • Brushes • Watercolours (Poster or Acrylic) • Colour palette • Rulers • Protractors • Compass • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution computer monitors • Calibrated monitors 	20

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			colours that convey these emotions. Activity: Organize students into manageable groups to create basic colour wheel.			<ul style="list-style-type: none"> • First aid. • Environmental issues 	(like Eizo, Dell UltraSharp) <ul style="list-style-type: none"> • High-quality projectors supporting RGB output • Colour calibration tools: • industry standard graphic design software • Colour Management Software • Colour profiles/ICC profiles 	
		(b) Configuring CMYK and RGB.	Brainstorm: Guide students to identify tools used to configure CMYK and RGB, colour calibration, colour profile, colour accuracy, colour management systems and colour picker. Practical Work: Design a poster for a school event, and the printer requires files in CMYK format. Explain the	<ul style="list-style-type: none"> • Select tools and equipment. • Select material • Create RGB colour wheel • Create CMYK colour wheel • Configure colour models additive (RGB) and subtractive (CMYK) • Observe 	Configuring CMYK and RGB in graphic design as per required standard.	Knowledge evidence: Detailed Knowledge of: Method used: The student should explain how to configure CMYK and RGB as per required standard. Principles: The student should explain principles of; <ul style="list-style-type: none"> • Colour theory and colour schemes • Colour wheel (RGB) • Colour wheel (CMYK) • Additive (RGB) and subtractive (CMYK) Theories: The student should	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Sketchbooks/ paper • Pencils • Pencil sharpener • Erasers • Watercolours (Poster or Acrylic) • Colour palette • Rulers • Protractors • Compass • High-quality computers with excellent 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>difference between CMYK and RGB colour modes and the steps to take to convert RGB design to CMYK for optimal print quality.</p> <p>Activity: Organize students into manageable groups to configure colour models additive (RGB) and subtractive (CMYK)</p>	<p>safety procedures</p> <ul style="list-style-type: none"> • Clean workplace • Store tools 		<p>explain:</p> <ul style="list-style-type: none"> • Understanding key terms in configuring CMYK and RGB • Importance of additive (RGB) and subtractive (CMYK) • The RGB colour wheel • The CMYK colour wheel • Colour psychology <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while using colours and computer • First aid. • Environmental issues 	<p>graphics capabilities.</p> <ul style="list-style-type: none"> • Computer mouse • High-resolution computer monitors • Calibrated monitors (like Eizo, Dell UltraSharp) • High-quality projectors supporting RGB output • Colour Calibration tools • High-quality printers offset or digital printing machines capable of handling CMYK • Coated and uncoated paper to test CMYK colour variations. • Densitometer: Measures colour density to ensure consistent CMYK output • Spectrophotometer: For precise colour matching 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
							<ul style="list-style-type: none"> in printing • Industry standard graphic design software • Colour management software • Colour Profiles/ICC profiles 	
	2.2 Performing typography	(a) Creating typography.	<p>Brainstorm: Guide students to understand how to create typography and identify the essential features such as typeface style, typeface weight and width, typeface proportions, leading, tracking, kerning, legibility and readability.</p> <p>Practical Work: Design a social media post for a local business. The owner wants a clean and modern look, with a focus on typography.</p>	<ul style="list-style-type: none"> • Select tools, and equipment • Prepare safety gears • Select material • Create letters A-Z (serif and sans serif typeface) • Apply grid system to create typefaces. • Observe safety procedures for creating typography • Clean equipment 	Creating typography as per required standard.	<p>Knowledge evidence: Detailed Knowledge of:</p> <p>Method used: The student should explain how to create typography as per required standard.</p> <ul style="list-style-type: none"> • Take care pencils, Sketchbooks and computer • Create letter anatomy as per required standard <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Typography principles • Grid system and alignment techniques. <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Typography terminologies • Importance of serif and sans serif typefaces in graphic design • Features and classifications of 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils • Pencil sharpener • Erasers • Watercolours (Poster or Acrylic) • Colour palette • Rulers • Protractors • Compass • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution computer monitors • High-quality projectors supporting RGB 	32

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Consider size, spacing, and alignment to ensure readability and visual appeal.</p> <p>Activity: Guide students to create letter anatomy.</p>	<p>and workplace</p> <ul style="list-style-type: none"> • Store/Keep equipment 		<p>serif and sans serif typefaces.</p> <ul style="list-style-type: none"> • The psychological impact of serif and sans serif typefaces • Tools used to create serif and sans serif • Typeface installation and copyright considerations for serif and sans serif typeface. <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while creating script typeface and using computer • First aid. • Environmental issues 	<p>output</p> <ul style="list-style-type: none"> • High-quality printers Offset or digital printing machines capable of handling CMYK • Industry standard graphic design software • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution computer monitors • Industry standard graphic design software • Typometer for measuring type size and spacing in printed materials. • Loupes or Magnifiers for examining fine details in type design • Typography rulers and guides • Tracing paper • Calligraphy pens, brushes and inks • Letter stencils 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
		(b) Creating script typeface	<p>Brainstorm: Guide students to understand calligraphy, kerning, uses of script typeface and tools used to create script typeface in performing typography</p> <p>Practical Work: Design a logo for a local bakery and the client envisions a script typeface to convey a sense of warmth and friendliness.</p> <p>Activity: Organize students into manageable groups to create script typeface.</p>	<ul style="list-style-type: none"> Select tools, and equipment Prepare safety gears Select material Create letters A-Z (script typeface) Apply grid system to create typefaces. Observe safety procedures. Clean equipment and workplace Store/keep equipment 	Creating script typeface as per required standard.	<p>Knowledge evidence: Detailed Knowledge of: Method used: The student should explain how to create script typeface as per required standard.</p> <ul style="list-style-type: none"> Take care pencils, sketchbooks and computer Understand anatomy of script typeface as per required standard <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> Typography principles Grid system and alignment techniques for script typeface. <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Importance of script typeface in graphic design Features and classifications of script typefaces The psychological impact of script typefaces. Tools used to create script typefaces. Typeface installation and copyright considerations for script typeface. <p>Circumstantial knowledge</p>	<ul style="list-style-type: none"> High-resolution printers <p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Sketchbooks/paper Pencils Pencil sharpener Erasers Watercolours (Poster or Acrylic) Colour palette Rulers Protractors Compass High-quality computers with excellent graphics capabilities. High-resolution computer monitors High-quality projectors supporting RGB output High-quality printers Offset or digital printing machines capable of handling CMYK Industry standard graphic design software High-quality 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
						Detailed knowledge about: <ul style="list-style-type: none"> • Safety procedures while creating script typeface and using computer • First aid. • Environmental issues 	computers with excellent graphics capabilities. <ul style="list-style-type: none"> • Computer mouse • High-resolution computer monitors • Industry standard graphic design software • Typometer for measuring type size and spacing in printed materials. • Loupes or Magnifiers for examining fine details in type design • Typography rulers and guides • Tracing paper • Calligraphy pens, brushes and inks • Letter stencils • High-resolution printers 	
	2.3 Managing principles of graphic design	(a) Using balance in graphic design.	Brainstorm: Guide students to understand how to achieve balance in graphic design Practical Work: Design a poster for a local event, and the	<ul style="list-style-type: none"> • Select tools, and equipment • Prepare safety gears • Select material • Use Symmetry 	Using balance in graphic design as per required standard.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to use balance in graphic design as per required standard. Principles: The student should explain the principle of balance	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils • Pencil sharpener • Erasers • Pastels • Brushes 	36

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>client emphasizes the importance of asymmetrical balance.</p> <p>Activity: Organize students into manageable groups to design a flyer with radial balance.</p>	<ul style="list-style-type: none"> Apply the rule of thirds. Use negative space Use hierarchy Observe safety procedures. Clean equipment and workplace Store/Keep equipment 		<p>based on effectiveness of design.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Types of balance in graphic design. Importance of balance in graphic design Importance of grid system as a technique for achieving balance in graphic design Rule of third <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety procedures while creating balance and using computer First aid. Environmental issues 	<ul style="list-style-type: none"> Watercolours (Poster or Acrylic) Colour palette Rulers and T-squares Protractors Compass High-quality computers with excellent graphics capabilities. Computer mouse High-resolution computer monitors High-quality projectors supporting RGB output Colour Calibration Tools: High-quality printers Offset or digital printing machines capable of handling CMYK Industry Standard Graphic Design Software 	
		(b) Using contrast in graphic design.	<p>Brainstorm: Guide students to understand how to achieve contrast in graphic design through colour, size, typography, shape,</p>	<ul style="list-style-type: none"> Select tools, and equipment Prepare safety gears Select material 	Using contrast in graphic design as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain different ways of how to use contrast in graphic design.</p> <p>Principles: The student should</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Sketchbooks/paper Pencils Pencil Sharpener Erasers 	

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			<p>texture and space.</p> <p>Practical Work: Create a series of social media graphics for a new product launch. The client wants to use contrast in these graphics to make the product images and promotional text pop.</p> <p>Activity: Organize students into manageable groups to design a poster for a local event. Utilize typography and colour to create contrast on a poster.</p>	<ul style="list-style-type: none"> • Use typeface classification • Apply contrast through colour and value • Apply contrast through Size and shape • Use negative space • Observe safety procedures. • Clean equipment and workplace • Store/Keep equipment 		<p>explain the principle of balance based on effectiveness of design.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Importance of contrast in graphic design • Application of contrast in graphic design <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while using contrast and computer • First aid. • Environmental issues 	<ul style="list-style-type: none"> • Pastels • Brushes • Watercolours (Poster or Acrylic) • Colour Palette • Rulers • Protractors • Compass • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution computer monitors • High-quality projectors supporting RGB output • High-quality printers Offset or digital printing machines capable of handling CMYK • Industry standard graphic design software 	
		(c) Using unity in graphic design.	<p>Brainstorm: Guide students to define and illustrate features used to achieve unity in graphic design, examples alignment,</p>	<ul style="list-style-type: none"> • Select tools, and equipment • Prepare safety gears • Select material 	Using unity in graphic design as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain unity in graphic design as per required standard. Principles: The student should explain the principle of unity</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils • Pencil Sharpener • Erasers 	

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			<p>unified layout, visual flow, balanced composition, negative space and visual hierarchy.</p> <p>Practical Work: Design a business card for a small local business. The client emphasizes the importance of a cohesive and unified design to ensure unity in the business card layout. Consider elements such as colour, imagery and typography.</p> <p>Activity: Organize students into manageable groups to illustrate step by step on how to achieve unity in graphic design.</p>	<ul style="list-style-type: none"> • Apply grid system. • Use alignment • Create visual flow. • Create visual hierarchy • Use white space effectively • Apply repetition • Use typeface classification • Apply contrast through colour and value • Apply contrast through Size and shape • Use negative space • Observe safety procedures. • Clean equipment and workplace 		<p>based on effectiveness of design.</p> <ul style="list-style-type: none"> • Grid system • Alignment techniques <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Use of unity in graphic design • Importance of unity in graphic design • Tools used to create use unity <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while applying unity and using computer • First aid. • Environmental issues 	<ul style="list-style-type: none"> • Pastels • Brushes • Watercolours (Poster or Acrylic) • Colour Palette • Rulers • Protractors • Compass • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution computer monitors • High-quality projectors supporting RGB output • High-quality printers Offset or digital printing machines capable of handling CMYK • Industry standard graphic design software 	

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				<ul style="list-style-type: none"> • Store/Keep equipment 				
		(d) Using emphasis in graphic design.	<p>Brainstorm: Guide students to understand how to apply emphasis in graphic design and define the following terminologies such as focal point, contrast, visual hierarchy, negative space, scale, isolation</p> <p>Practical Work: Create a poster for a school event and use emphasis to highlight key information such as the event date, time and venue</p> <p>Activity: Organize students into manageable groups to illustrate step by step on how to achieve emphasis in graphic design.</p>	<ul style="list-style-type: none"> • Select tools, and equipment • Prepare safety gears • Select material • Create focal point. • Use of Colour. • Use negative space • Use visual hierarchy • Create visual hierarchy • Use typeface classification • Observe safety procedures. • Clean equipment and workplace • Store/Keep equipment 	Using emphasis in graphic design as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to use emphasis in graphic design as per required standard. Principles: The student should explain the principle of;</p> <ul style="list-style-type: none"> • Rule of Thirds • Alignment • Grid system <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Importance of using emphasis in graphic design <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while creating emphasis and using computer • First aid. • Environmental issues 	The following tools and equipment are to be available: -	<ul style="list-style-type: none"> • Sketchbooks/paper • Pencils • Pencil Sharpener • Erasers • Pastels • Brushes • Watercolours (Poster or Acrylic) • Colour Palette • Rulers • Protractors • Compass • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution computer monitors • High-quality projectors supporting RGB output • High-quality printers Offset or digital printing machines capable of handling CMYK • Industry standard graphic design

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							software	
		(e) Using movement in graphic design.	<p>Brainstorm: Guide students to understand how to create movement in graphic design and illustrate key terms such as visual flow, direction, rhythm, leading lines, action, dynamic composition and repetition.</p> <p>Practical Work: Design a banner for an online event to convey a sense of dynamism and excitement. Use simple design elements to create the illusion of movement in a static graphic.</p> <p>Activity: Organize students into manageable groups to illustrate step by step on how to achieve</p>	<ul style="list-style-type: none"> • Select tools, and equipment • Prepare safety gears • Select material • Use of Lines • Use rhythm and repetition • Apply gestalt principles. • Use leading lines. • Use contrast in size and scale • Observe safety procedures. • Clean equipment and workplace <p>Store/Keep equipment</p>	Using movement in graphic design as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to use movement in graphic design.</p> <p>Principles: The student should explain the principle of movement as per required standard. in graphic design</p> <ul style="list-style-type: none"> • Gestalt Theory • Leading Line <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Importance of using movement in graphic design • Use of movement in graphic design. <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while creating movement and using computer • First aid. • Environmental issues 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/ paper • Pencils • Pencil Sharpener • Erasers • Pastels • Brushes • Watercolours (Poster or Acrylic) • Colour Palette • Rulers • Protractors • Compass • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution computer monitors • High-quality projectors supporting RGB output • High-quality printers Offset or digital printing machines capable 	

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			movement in graphic design.				<ul style="list-style-type: none"> of handling CMYK Industry standard graphic design software 	
		(f) Using proportion in graphic design.	<p>Brainstorm: Guide students to define the following terminologies such as scale, aspect ratio, grid system, rule of thirds, focal point and visual hierarchy. Also guide students to understand how does the golden ratio or fibonacci sequence influence the proportion in design and how to apply across different design disciplines.</p> <p>Practical Work: Create a composition with a concept of proportion to influence the overall balance and harmony in a design</p>	<ul style="list-style-type: none"> Select tools, and equipment Prepare safety gears Select material Apply the golden ratio. Create visual hierarchy. Use grid systems. Apply rule of thirds. Use consistent spacing and margins. Observe safety procedures. Clean equipment and workplace <p>Store/Keep equipment</p>	Using proportion in graphic design as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to use proportion in graphic design as per required standard.</p> <p>Principles: The student should explain the principle of proportion as per required standard. in graphic design</p> <ul style="list-style-type: none"> Golden ratio Rule of thirds <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Key terms used in proportion Tools used to create proportion in graphic design. Importance of proportion in graphic design <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety procedures while applying proportion and using computer First aid. Environmental issues 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Sketchbooks/paper Pencils Pencil Sharpener Erasers Pastels Brushes Watercolours (Poster or Acrylic) Colour Palette Rulers Protractors Compass High-quality computers with excellent graphics capabilities. Computer mouse High-resolution computer monitors High-quality projectors supporting RGB output High-quality printers Offset or digital printing machines capable of handling 	

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			composition. Activity: Organize students into manageable groups to illustrate step by step on how to achieve proportion in graphic design.				CMYK <ul style="list-style-type: none"> Industry standard graphic design software 	
		(g) Using alignment in graphic design.	Brainstorm: Guide students to define text alignment and identify examples, such as align left, align centre, align right, justify with last line aligned left, justify with last line aligned centre, justify with last line aligned right and justify all lines. Practical Work: Design a flyer for a local event and client emphasizes the importance of a clean and organized	<ul style="list-style-type: none"> Select tools, and equipment Prepare safety gears Select material Use grid system Use margins and padding. Align elements consistently Apply rule of thirds. Observe safety procedures. Clean equipment and 	Using alignment in graphic design as per required standard.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain the use of alignment in graphic design as per required standard. Principles: The student should explain the principle of alignment as per required standard. in graphic design <ul style="list-style-type: none"> Grid system Rule of thirds. Theories: The student should explain: <ul style="list-style-type: none"> Key terms used in alignment Types of object/image and text alignment Importance of alignment in graphic design Tools used to create alignment in graphic design. 	The following tools and equipment should be available: <ul style="list-style-type: none"> Sketchbooks/paper Pencils Pencil Sharpener Erasers Pastels Brushes Watercolours (Poster or Acrylic) Colour Palette Rulers Protractors Compass High-quality computers with excellent graphics capabilities. Computer mouse High-resolution computer monitors 	

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			<p>layout to ensures proper alignment of text and images to create a visually balanced and easy-to-read flyer.</p> <p>Activity: Organize students into manageable groups to illustrate step by step to on how to use alignment in graphic design.</p>	<p>workplace Store/Keep equipment</p>		<p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while using colour palette and computer • First aid. • Environmental issues 	<ul style="list-style-type: none"> • High-quality projectors supporting RGB output • High-quality printers Offset or digital printing machines capable of handling CMYK • Industry standard graphic design software 	
	2.4 Elements of graphic design	(a) Using image in graphic design.	<p>Brainstorm: Guide students to understand characteristics of good image (Vector and raster). Define terminologies such as resolution (PPI/DPI), pixel, file format, image compression, paths and anchor points.</p> <p>Practical Work: Design a poster for a local concert, and the client has provided a high-</p>	<ul style="list-style-type: none"> • Select tools, and equipment • Prepare safety gears • Select material • Use relevant images. • Use high quality image. • Use the right image format. • Compose text and image. 	Using image in graphic design as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to use image in graphic design as per required standard.</p> <p>Principles: The student should explain the principle of image as per required standard. in graphic design</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms used in image • Types of image in graphic design. • Importance of image in graphic design • Tools used to create image in 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Sketchbooks/ paper • Pencils • Pencil Sharpener • Erasers • Pastels • Brushes • Watercolours (Poster or Acrylic) • Colour Palette • Rulers • Protractors • Compass • High-quality computers with 	

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			<p>resolution image of the performing artist. Integrate the image into the poster layout to capture attention and convey the mood of the event.</p> <p>Activity: Organize students into manageable groups to create vector image and raster image.</p>	<ul style="list-style-type: none"> Optimize for different mediums Use legal images Observe safety procedures. Clean equipment and workplace Store/Keep equipment 		<p>graphic design.</p> <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety procedures while using image and computer First aid. Environmental issues 	<p>excellent graphics capabilities.</p> <ul style="list-style-type: none"> Computer mouse High-resolution computer monitors High-quality projectors supporting RGB output High-quality printers Offset or digital printing machines capable of handling CMYK Industry Standard Graphic Design Software 	
		(b) Using space in graphic design.	<p>Brainstorm: Guide students to understand positive space and negative space in graphic design. Also define the following terminologies such as micro space, macro space, passive space and active space.</p> <p>Practical Work: Design a business card for a local boutique and client</p>	<ul style="list-style-type: none"> Select tools, and equipment Prepare safety gears Select material Apply negative space Use margins and padding effectively Create a visual hierarchy. Apply grid systems 	Using space in graphic design as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to use space in graphic design as per required standard.</p> <p>Principles: The student should explain the principle of space as per required standard. in graphic design.</p> <ul style="list-style-type: none"> Proximity Alignment <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Types of space Importance of space in graphic design 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Sketchbooks/paper Pencils Pencil Sharpener Erasers Pastels Brushes Watercolours (Poster or Acrylic) Colour Palette Rulers Protractors Compass High-quality computers with excellent graphics 	

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			wants a clean and minimalist look. Tell them to demonstrate the use of space effectively to create a visually uncluttered design Activity: Organize students into manageable groups to create a flyer to demonstrate micro space, macro space, passive space and active space on a flyer.	<ul style="list-style-type: none"> • Use whitespace to create focal points • Use aspect ratios and proportion. • Create depth with space • Observe safety procedures. • Clean equipment and workplace Store/Keep equipment		<ul style="list-style-type: none"> • Tools used to create space in graphic design. Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety procedures while use space and computer • First aid. • Environmental issues 	capabilities. <ul style="list-style-type: none"> • Computer mouse • High-resolution computer monitors • High-quality projectors supporting RGB output • High-quality printers Offset or digital printing machines capable of handling CMYK • Industry standard graphic design software 	
	2.5 Performing digital image editing	(a) Installing software.	Brainstorm: Guide students to understand computer specifications and requirements such as system compatibility, licensing and authentication, installation wizard, Installation procedures, plugins and extensions, security features, uninstallation and	<ul style="list-style-type: none"> • Select tools, and equipment • Prepare safety gears • Prepare Your System. • Use the right software • Install the software. • Activate the software • Configure the software. • Test the 	Installing software as per required standard.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to install software as per required standard. Principles: The student should explain the principle of installing software as per required standard. Theories: The student should explain: <ul style="list-style-type: none"> • Key terms used in installing software • Types of digital image editing software 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution computer monitors • High-quality 	73

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			repair options. Practical Work: Install the essential graphic design software and uninstallation and repair options. Activity: Organize students into manageable groups to check a computer system requirement and illustrate step by step on how to install the software.	software <ul style="list-style-type: none"> Observe safety procedures. Clean equipment and workplace Store/Keep equipment 		<ul style="list-style-type: none"> Uses of software for digital image editing Importance of installing software Tools and equipment for installing software. Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> Safety procedures while installing software. First aid. Environmental issue 	projectors supporting RGB output <ul style="list-style-type: none"> High-quality printers Offset or digital printing machines capable of handling CMYK Industry standard graphic design software 	
		(b) Performing selection and masking.	Brainstorm: Guide students to understand masking types and selection types. Identify examples, such as layer masking, clipping mask, vector masking, colour-based selection, object-based selection and edge-based selection:	<ul style="list-style-type: none"> Select tools, and equipment Prepare safety gears Open image or file. Use right selection tool Refine selection Apply mask Use clipping masks 	Perform selection and masking as per required standard.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform selection and masking as per required standard Principles: The student should explain the principle of perform selection and masking as per required standard. Theories: The student should explain:	The following tools and equipment are to be available: - <ul style="list-style-type: none"> Sketchbooks/paper Pencils Pencil Sharpener Erasers High-quality computers with excellent graphics capabilities. Computer mouse High-resolution 	

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			<p>Practical Work: Guide students to remove object using selection, masking and background replacement using masking techniques.</p> <p>Activity: Organize students into manageable groups to demonstrate the step-by-step process of removing unwanted object from an image using appropriate selection and masking techniques.</p>	<p>(Optional)</p> <ul style="list-style-type: none"> Use advanced masking techniques, Adjust and finalize Observe safety procedures. Clean equipment and workplace Store/Keep equipment 		<ul style="list-style-type: none"> Key terms for selection and masking Types of masking and selection in digital image editing Uses of selection and masking in digital image editing Tools and equipment for selection and masking <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety procedures while using tools and computer First aid. Environmental issues 	<p>computer monitors</p> <ul style="list-style-type: none"> High-quality projectors supporting RGB output High-quality printers Offset or digital printing machines capable of handling CMYK Industry standard graphic design software 	
		(c) Performing image manipulation.	<p>Brainstorm: Guide students to understand image manipulation and identify examples, such as colour adjustments, image composition, special effects creation, retouching and restoration.</p>	<ul style="list-style-type: none"> Select tools, and equipment Prepare safety gears Open image or file. Duplicate the layer Crop or resize the image Adjust 	Perform image manipulation as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform image manipulation as per required standard.</p> <p>Principles: The student should explain the principle of perform image manipulation as per required standard.</p> <p>Theories: The student should</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Sketchbooks/paper Pencils Pencil Sharpener Erasers High-quality computers with excellent graphics capabilities. Computer mouse 	

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			<p>Practical Work: Create a promotional banner for an event, and the client provides images that need more advanced manipulation. Remove backgrounds, combining multiple images seamlessly, and enhancing specific elements for a polished and professional look.</p> <p>Activity: Organize students into manageable groups to create photo retouching using healing brush tool and carry out creative editing using filter effects</p>	brightness, contrast, and colour <ul style="list-style-type: none"> Remove unwanted elements Adjust and finalize Add or remove background Apply filters or effects Apply blending modes and layer styles Fine-tune edges Save image Observe safety procedures. Clean equipment and workplace Store/Keep equipment 		explain: <ul style="list-style-type: none"> Key terms for digital image editing Types of image manipulation. Uses of image manipulation in digital image editing. Tools and equipment for image manipulation. <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety procedures while applying space and computer First aid. Environmental issues 	<ul style="list-style-type: none"> High-resolution computer monitors High-quality projectors supporting RGB output High-quality printers Offset or digital printing machines capable of handling CMYK Industry standard graphic design software 	
		(d) Creating special effects.	<p>Brainstorm: Guide students to understand how to create special effects</p>	<ul style="list-style-type: none"> Select tools, and equipment Prepare 	Create special effects as per	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create special effects</p>	The following tools and equipment are to be available: - <ul style="list-style-type: none"> Sketchbooks/paper 	

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			<p>and identify examples, such as gradient tool, lighting effects filter and Special effects presets</p> <p>Practical Work: Design a promotional poster for a music festival and the client wants to add a dynamic visual element on a poster. Demonstrate a simple special effect, such as a gradient overlay or a light flare, to enhance the overall energy and excitement of the poster.</p> <p>Activity: Organize students into manageable groups to create lighting effects and applying texture overlay to an image.</p>	<p>safety gears</p> <ul style="list-style-type: none"> • Open image or file. • Duplicate the layer • Apply blurring effects • Add glow effects • Create Light Leaks • Add Distortion Effects • Add Lens Flare or Light Effects • Use Layer Masks for Selective Effects • Save image • Observe safety procedures. • Clean equipment and workplace • Store/Keep equipment 	<p>required standard.</p>	<p>as per required standard.</p> <p>Principles: The student should explain the principle of create special effects as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for creating special effects. • Uses of creating special effects in digital image editing • Tools used in creating special effects <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while creating special effects and computer • First aid. • Environmental issues • 	<ul style="list-style-type: none"> • Pencils • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution computer monitors • High-quality projectors supporting RGB output • High-quality printers Offset or digital printing machines capable of handling CMYK • Industry standard graphic design software 	
		(e) Creating image	Brainstorm: Guide students to	<ul style="list-style-type: none"> • Select tools, and 	Creating image	Knowledge evidence: Detailed knowledge of:	The following tools and equipment are to be	

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		formats, output and printing.	<p>understand digital image formats and identify examples, such as JPEG (Joint Photographic Experts Group), PNG (Portable Network Graphics), GIF (Graphics Interchange Format) and TIFF (Tagged Image File Format):</p> <p>Practical Work: Prepare a set of images for a print brochure, and the printer requests high-resolution images in the CMYK colour mode. Tell them to convert RGB images to CMYK to ensure that the colours translate accurately from screen to print.</p> <p>Activity: Organize students into manageable groups to optimize</p>	<p>equipment</p> <ul style="list-style-type: none"> • Prepare safety gears • Create or Open an Image • Adjust the image for output (resolution & colour mode) • Edit and Enhance the Image (Optional) • Select Image Format for Output • Export Image in the Chosen Format • Prepare Image for Printing • Observe safety procedures. • Clean equipment and workplace • Store • Keep 	<p>formats, output and printing as per required standard.</p>	<p>Method used: The student should explain how to create image formats, output and printing as per required standard.</p> <p>Principles: The student should explain the principle of creating image formats, output and printing as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for creating image formats, output and printing. • Types of digital image formats • Uses of creating image formats, output, and printing in digital image editing • Tools used in creating image formats, output, and printing <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while creating image formats, output, printing and computer • First aid. • Environmental issues. 	<p>available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution computer monitors • High-quality projectors supporting RGB output • High-quality printers Offset or digital printing machines capable of handling CMYK • Industry standard graphic design software. 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			image for web use and setting up image for print.	equipment.				
	2.6 Creating basic graphic design	(a) Creating logo.	<p>Brainstorm: Guide students to understand principles of logo design and identify examples such as simplicity, memorability, versatility, scalability, relevance, timelessness. Also discuss SVG (Scalable Vector Graphics), AI (Adobe Illustrator), Brand identity, vector graphics and colour palette</p> <p>Practical Work: Design a text-based logo and create a logo with text and imagery.</p> <p>Activity: Organize students into manageable groups to describe</p>	<ul style="list-style-type: none"> • Select tools, and equipment • Understand the Brand • Make Research • Select a Logo style • Craft/apply typeface • Create colour palette • Create Mind mapping • Make the Logo • Create final logo • Make logo application • safety procedures. • Clean equipment and workplace • Store • Keep equipment. 	Create logo as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create logo as per required standard. Principles: The student should explain the principle of creating logo as per required standard.</p> <p>Theories: The student should explain: <ul style="list-style-type: none"> • Key terms for logo creation. • Types of logo. • Types of digital image formats for logos • Uses of a logo in graphic design • Tools used in creating a logo in basic graphic design Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety procedures while creating logo and using computer • First aid. • Environmental issues. </p>	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils • Pencil Sharpener • Erasers • Watercolours (Poster or Acrylic) • Colour Palette • Rulers • Protractors • Compass • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution computer monitors • High-quality printers Offset or digital printing machines capable of handling CMYK • Industry Standard Graphic Design Software • Computer mouse • High-resolution 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			the importance of vector graphics in logo design and the advantages of using vector graphic software.				<ul style="list-style-type: none"> computer monitors Industry standard graphic design software 	
		(b) Creating letterhead.	<p>Brainstorm: Guide students to understand letterhead structure and identify examples such as layout design, branding elements, bleed, margin, grid system, alignment, white space, header and footer.</p> <p>Practical Work: Design a corporate letterhead and create a personal letterhead.</p> <p>Activity: Organize students into manageable groups to design letterhead for local bakery. Tell them to design letterhead with all necessary information.</p>	<ul style="list-style-type: none"> Select tools, and equipment Understand the Brand Make Research Set Up the Document Apply the Logo Craft Header Elements Create the Footer Use Brand Colours Apply Typography Create Design Elements Create colour palette Create Space for Content Test and save the Design 	Create letterhead as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create letterhead as per required standard. Principles: The student should explain the principle of creating letterhead as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Key terms for letterhead creation. Types of letterheads. Uses of letterheads in graphic design Tools used in creating a letterhead in basic graphic designs Types of digital image formats for logos Uses of a logo in graphic design Tools used in creating a logo in basic graphic design <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety procedures while 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Sketchbooks/paper Pencils Pencil sharpener Erasers Watercolours (Poster or Acrylic) Colour palette Rulers Protractors Compass High-quality computers with excellent graphics capabilities. Computer mouse High-resolution computer monitors High-quality printers Offset or digital printing machines capable of handling CMYK Industry Standard Graphic Design Software 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • safety procedures. • Clean equipment and workplace • Store /Keep equipment. 		creating letterhead and using computer <ul style="list-style-type: none"> • First aid. • Environmental issues 	<ul style="list-style-type: none"> • Computer mouse • High-resolution computer monitors • Industry standard graphic design software 	
		(c) Creating identity cards.	<p>Brainstorm: Guide students to understand important information of identity card and identify examples such as organization Information, cardholder information, expiry date, security features, signature panel, terms and conditions</p> <p>Practical Work: Guide students to design an employee id card and create an event pass id card</p> <p>Activity:</p>	<ul style="list-style-type: none"> • Select tools, and equipment • Make Research • Create necessary Information • Open Design Software • Set Up the Document • Create Layout • Apply key Elements • Create design • Save/Export the Design • Safety procedures. • Clean equipment and 	Create identity card as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create identity card as per required standard.</p> <p>Principles: The student should explain the principle of creating identity card as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for identity card design. • Types of identity card. • Uses of identity card in graphic design • Tools used in creating identity cards in basic graphic designs. <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while creating identity card and using 	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils • Pencil sharpener • Erasers • Watercolours (Poster or Acrylic) • Colour Palette • Rulers • Protractors • Compass • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution computer monitors • High-quality printers • Offset or digital 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			Organize students into manageable groups to describe the importance of identity card. Tell them to sketch identity card with all necessary information.	<ul style="list-style-type: none"> workplace Store/Keep equipment. 		<ul style="list-style-type: none"> computer First aid. Environmental issue. 	<ul style="list-style-type: none"> printing machines capable of handling CMYK Industry Standard Graphic Design Software Computer mouse High-resolution computer monitors Industry standard graphic design software 	
		(d) Creating invoice.	<p>Brainstorm: Guide students to understand important information of invoice and identify examples such as header section, contact information, tax information, payment details, itemized charges, summary section, notes, footer section, security features, compliance, design and layout</p> <p>Practical Work:</p>	<ul style="list-style-type: none"> Select tools, and equipment Make Research Create necessary Information Open Design Software Set Up the Document Create a Header Section Design the Service Breakdown Table Apply key 	Create invoice card as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create invoice card as per required standard. Principles: The student should explain the principle of creating invoice as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Key terms for invoice design. Types of invoices Uses of invoice in graphic design. Tools used in creating an invoice in basic graphic designs. <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety procedures while creating invoice and using computer 	The following tools and equipment are to be available: - <ul style="list-style-type: none"> Sketchbooks/paper Pencils Pencil sharpener Erasers Watercolours (Poster or Acrylic) Colour Palette Rulers Protractors Compass High-quality computers with excellent graphics capabilities. Computer mouse High-resolution computer monitors 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			Design a corporate invoice and create a client-focused invoice using graphic design software. Activity: Organize students into manageable groups to create a invoice sketch. Incorporate essential elements that should be included in the invoice such as description, contact information, rates, and the total amount due.	Elements <ul style="list-style-type: none"> • Create design • Save/Export the Design • Safety procedures. • Clean equipment and workplace • Store/Keep equipment. • . 		<ul style="list-style-type: none"> • First aid. • Environmental issues 	<ul style="list-style-type: none"> • High-quality printers Offset or digital printing machines capable of handling CMYK • Industry standard graphic design software • Computer mouse • High-resolution computer monitors • Industry standard graphic design software 	
		(e) Creating flyers.	Brainstorm: Guide students to understand important information of flyer and identify examples such as headline, subheadings, visual elements, brand identity, core message, call to action, contact information,	<ul style="list-style-type: none"> • Select tools, and equipment • Make Research • Sketch necessary Information • Open Design Software • Set Up the Document • Create Headline and 	Create flyer as per required standard.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create flyer as per required standard. Principles: The student should explain the principle of creating flyer as per required standard. Theories: The student should explain: <ul style="list-style-type: none"> • Key terms for flyer design. • Types of flyers 	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Sketchbooks/ paper • Pencils • Pencil Sharpener • Erasers • Watercolours (Poster or Acrylic) • Colour Palette • Rulers • Protractors • Compass 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Practical Work: Guide students to design an event promotion flyer and create a product advertising flyer</p> <p>Activity: Organize students into manageable groups to demonstrate the step-by-step process of creating a flyer. Tell them to use appropriate layout structures and consider to design effective and impactful flyer.</p>	<p>subheading</p> <ul style="list-style-type: none"> • Insert Images or Graphics • Create design • Save/Export the Design • Safety procedures. • Clean equipment and workplace • Store/Keep equipment. 		<ul style="list-style-type: none"> • Uses of flyers in graphic design. • Tools used in creating flyers in basic graphic designs <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while creating flyer and using computer • First aid. • Environmental issues 	<ul style="list-style-type: none"> • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution computer monitors • High-quality printers Offset or digital printing machines capable of handling CMYK • Industry standard graphic design software • Computer mouse • High-resolution computer monitors • Industry standard graphic design software 	
		(f) Creating banners.	<p>Brainstorm: Brainstorm: Guide students to understand important information of the banner and identify examples such headline, strong call to action, brand identity, simplicity, clear and bold</p>	<ul style="list-style-type: none"> • Select tools, and equipment • Make Research • Sketch necessary Information • Open Design Software • Set Up the Document 	Create banner as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create banner as per required standard. Principles: The student should explain the principle of creating banner as per required standard. Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for banner design. 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils • Pencil Sharpener • Erasers • Watercolours (Poster or Acrylic) • Colour Palette • Rulers • Protractors 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Practical Work: Design an event banner and create a business advertisement banner</p> <p>Activity: Organize students into manageable groups to create a banner for a small business specializes in handmade products. Tell them to incorporating the uniqueness of the products into the banner's design by consider colour choices, imagery, and text to convey the artisanal nature of the items on sale.</p>	<ul style="list-style-type: none"> • Create Main Message (Headline) • Create Visual Elements (Images, Icons, Logos) • Apply Visual Elements • Create Call to Action • Create design • Save/Export the Design • Safety procedures. • Clean equipment and workplace • Store/Keep equipment. • . 		<ul style="list-style-type: none"> • Types of banners. • Uses of banners in graphic design • Uses of flyers in graphic design. • Tools used in creating banners in basic graphic designs. <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while creating banner and using computer • First aid. • Environmental issues • 	<ul style="list-style-type: none"> • Compass • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution computer monitors • High-quality printers Offset or digital printing machines capable of handling CMYK • Industry standard graphic design software • Computer mouse • High-resolution computer monitors 	
		(g) Creating posters.	<p>Brainstorm: Brainstorm: Guide students to understand important information of the poster and identify examples such</p>	<ul style="list-style-type: none"> • Select tools, and equipment • Make Research • Sketch necessary Information 	Create poster as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create poster as per required standard.</p> <p>Principles: The student should explain the principle of creating</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/ paper • Pencils • Pencil Sharpener 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>headline or title, subheadings, call to action, brand identity, simplicity, clear and bold</p> <p>Practical Work: Guide students to design an event poster and create an awareness campaign poster.</p> <p>Activity: Organize students into manageable groups to create a poster to promote a local charity event. Provide key details such as date, time, venue, and a selection of high-resolution images related to the cause. Tell them to design a simple and impactful poster using graphic design software.</p>	<ul style="list-style-type: none"> • Open Design Software • Set Up the Document • Create Main Message (Headline) • Create Visual Elements (Images, Icons, Logos) • Apply Visual Elements • Create Call to Action • Create design • Save/Export the Design • Safety procedures. • Clean equipment and workplace • Store/Keep equipment. • . 		<p>poster as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for poster design. • Types of posters. • Uses of posters in graphic design • Tools used in creating posters in basic graphic designs. <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while creating and using computer • First aid. • Environmental issues 	<ul style="list-style-type: none"> • Erasers • Watercolours (Poster or Acrylic) • Colour Palette • Rulers • Protractors • Compass • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution computer monitors • High-quality printers Offset or digital printing machines capable of handling CMYK • High-resolution computer monitors • Industry standard graphic design software 	
3.0 Performing digital illustration	3.1 Perform digital illustrations pre-	(a) Preparing tools and equipment.	<p>Brainstorm: Guide students to understand how to prepare tools and</p>	<ul style="list-style-type: none"> • Select tools, and equipment • Make 	Prepare tools and equipment as per	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to cut work piece in</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper 	81

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
	production		<p>equipment and identify examples such hardware requirements, software setup, input devices, colour calibration tools, internet and connectivity</p> <p>Practical Work: Guide students to design an event poster and build a mood board for visual inspiration.</p> <p>Activity: Organize students into manageable groups to illustrate a process for selecting specialized tools and equipment, such as specific brushes or plugins within your illustration software.</p>	<p>Research</p> <ul style="list-style-type: none"> • Set Up Your Computer and Software • Organize Your Files and Folders • Prepare Hardware Tools • Check Image Resolution and Canvas Settings • Configure Digital Brushes and Tools • Test the Workflow and Equipment • Adjust Lighting and Workspace Environment • Set Up Collaboration Tools (If Applicable) • Safety procedures. • Clean equipment 	required standard.	<p>different sizes.</p> <p>Principles: The student should explain the principle of prepare tools and equipment as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for prepare tools and equipment. • Uses of tools and equipment in performing digital illustrations pre-production • Types of tools and equipment for performing digital illustrations • Tools used to prepare tools and equipment in performing digital illustrations pre-production <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while prepare tools and equipment • First aid. • Environmental issues • Waste disposal. 	<ul style="list-style-type: none"> • Pencils (HB, 2B, 4B) • Coloured pencils • Watercolour paper • Pencil Sharpener • Erasers • Pastels • Brushes • Watercolours • Colour Palette • Rulers • Fine liners and markers • Drawing tablets • Stylus/ Digital Pen (tablets support) • Software for digital sketching • Protractors • Compass • High quality printers • High quality scanners • High quality cameras • High-quality computers with excellent graphics capabilities. • High-resolution computer monitors • Industry Standard 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				and workplace • Store/Keep equipment.			Graphic Design Software (vector, raster and layout)	
		(b) Performing drafting.	<p>Brainstorm: Guide students to understand how to perform drafting and identify examples such as idea generation, mood boards and references, rough sketching, composition and layout planning, layer management.</p> <p>Practical Work: Guide students to create a thumbnail sketch for illustration composition and develop a drafted illustration layout.</p> <p>Activity: Organize students into manageable groups to create a digital illustration of a simple object,</p>	<ul style="list-style-type: none"> • Select tools, and equipment • Make Research • Conceptualization and Idea Development • Set Up the Canvas for Drafting • Create composition and layout planning • Create a Rough Draft • Create layers for Different Elements • Safety procedures. • Clean equipment and workplace • Store/Keep 	Perform drafting as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform drafting as per required standard.</p> <p>Principles: The student should explain the principle of perform drafting as per required standard.</p> <p>Theories: The student should explain: <ul style="list-style-type: none"> • Key terms for drafting digital illustrations pre-production • Types of digital Illustrations • Uses of drafting in digital illustrations pre-production • Tools used to perform drafting in digital illustrations pre-production </p> <p>Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety procedures while perform drafting and using computer • First aid. • Environmental issues </p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Coloured pencils • Watercolour paper • Pencil Sharpener • Erasers • Pastels • Brushes • Watercolours • Colour Palette • Rulers • Fine liners and markers • Drawing tablets • Stylus/ Digital Pen (tablets support) • Software for digital sketching • Protractors • Compass • High quality printers • High quality scanners 	22

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			such as a mug or a fruit basket. Tell them to conduct drafting process for this basic illustration by considering initial sketching phase, the use of basic shapes and refine draft to capture accurate proportions and details.	equipment.			<ul style="list-style-type: none"> • High quality cameras • High-quality computers with excellent graphics capabilities. • High-resolution computer monitors • Industry Standard Graphic Design Software (vector, raster and layout) • 	
		(c) Making sketches.	<p>Brainstorm: Guide students to understand how to make sketches and identify examples such as conceptualization, tools and materials, layer-based workflow, rough outlines thumbnail sketches, proportions and scaling, perspective and depth.</p> <p>Practical Work: Guide students to refine line art in character design</p>	<ul style="list-style-type: none"> • Select tools, and equipment • Make Research • Create Reference Materials and Inspiration • Set Up Your Digital Canvas • Apply Block Out the Basic Shapes • Create Structure and Detail • Refine the 	Make sketches as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to make sketches as per required standard.</p> <p>Principles: The student should explain the principle of making sketches as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for sketching digital illustrations pre-production • Types of sketches in digital Illustrations • Uses of cleaning sketches in digital illustrations pre-production <p>Circumstantial knowledge</p>	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Coloured pencils • Watercolour paper • Pencil Sharpener • Erasers • Pastels • Brushes • Watercolours • Colour Palette • Rulers • Fine liners and markers • Drawing tablets • Stylus/ Digital Pen 	22

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>sketch and polish background elements in landscape sketch.</p> <p>Activity: Organize students into manageable groups to create character sketches for a graphic novel. Tell them to make detailed character sketches that capture the personalities and emotions of the characters to narrate flow of the graphic novel.</p>	<p>Lines and Shapes</p> <ul style="list-style-type: none"> • Apply Basic Shading and Depth • Create Composition and Proportions • Use Layering and Transparency for Flexibility • Refine the Rough Sketch into Final Outline (Optional) • Save and Organize Files • Safety procedures. • Clean equipment and workplace • Store/Keep equipment. 		<p>Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while make sketch and using computer • First aid. • Environmental issues 	<p>(tablets support)</p> <ul style="list-style-type: none"> • Software for digital sketching • Protractors • Compass • High quality printers • High quality scanners • High quality cameras • High-quality computers with excellent graphics capabilities. • High-resolution computer monitors • Industry standard graphic design software (vector, raster and layout). 	
		(d) Cleaning sketches	<p>Brainstorm: Guide students to understand clean sketches and</p>	<ul style="list-style-type: none"> • Select tools, and equipment • Make 	Clean sketches as per required	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to clean sketches as per</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper 	26

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>identify examples such as refining line, multiple layers, add finer details, erasing unnecessary marks, tidying Edges</p> <p>Practical Work: Guide students to use the digital eraser tool to remove rough lines from the character design sketch and utilize pen and ink brushes to redefine and strengthen the outlines and details of the character sketch</p> <p>Activity: Organize students into manageable groups to demonstrate the process of cleaning sketches by using digital illustration software. Tell them to illustrate tools and techniques used to refine lines to</p>	<p>Research</p> <ul style="list-style-type: none"> ● Review and Finalize the Rough Sketch ● Set Up the Canvas for Cleaning ● Use the Right Brush Settings ● Trace Over the Rough Sketch ● Use Layer Options to Improve Line Quality ● Refine Line Weight and Detail ● Clean Up Unnecessary Sketch Lines ● Refine the Background and Foreground ● Make Final Touches and Adjustments ● Safety procedures. ● Clean 	standard.	<p>required standard.</p> <p>Principles: The student should explain the principle of cleaning sketches as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> ● Key terms for cleaning sketches for digital illustrations pre-production ● Uses of cleaning sketches in digital illustrations pre-production ● Types of cleaning sketches in digital illustrations ● Tools used to clean sketches in digital illustrations pre-production <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> ● Safety procedures while Clean sketches and using computer ● First aid. ● Environmental issues ● 	<ul style="list-style-type: none"> ● Pencils (HB, 2B, 4B) ● Coloured pencils ● Watercolour paper ● Pencil Sharpener ● Erasers ● Pastels ● Brushes ● Watercolours ● Colour Palette ● Rulers ● Fine liners and markers ● Drawing tablets ● Stylus/ Digital Pen (tablets support) ● Software for digital sketching ● Protractors ● Compass ● High quality printers ● High quality scanners ● High quality cameras ● High-quality computers with excellent graphics capabilities. ● High-resolution computer monitors ● Industry standard 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			ensure the overall clarity of the sketches.	equipment and workplace <ul style="list-style-type: none"> • Store/Keep equipment. 			graphic design software (vector, raster and layout).	
		(e) Performing inking.	<p>Brainstorm: Guide students to understand perform inking and identify examples such clean and precise line work, layer management, line weight variation, emphasis and detail, texture and effects and colour compatibility.</p> <p>Practical Work: Guide students to use digital illustration software to apply inking techniques to character illustration and refining architectural details through inking.</p> <p>Activity: Organize students</p>	<ul style="list-style-type: none"> • Select tools, and equipment • Make Research • Prepare the Workspace and Tools • Apply the Right Brushes and Tools • Trace the Sketch with Clean, Defined Lines • Create Smaller Details and Features • Create Outline Shadows and Light Areas • Use Ink for Background Elements • Clean Up 	Perform inking as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform inking as per required standard. Principles: The student should explain the principle of cleaning sketches as per required standard. Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for performing inking for digital illustrations pre-production • Uses of performing inking in digital illustrations pre-production • Types of inking styles in digital illustrations • Tools used to perform inking in digital illustrations pre-production <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while perform inking and using computer • First aid. • Environmental issues 	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Coloured pencils • Watercolour paper • Pencil Sharpener • Erasers • Pastels • Brushes • Watercolours • Colour Palette • Rulers • Fine liners and markers • Drawing tablets • Stylus/ Digital Pen (tablets support) • Software for digital sketching • Protractors • Compass • High quality printers • High quality scanners 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			into manageable groups to illustrate step by step the process of inking a simple character using digital illustration software to give more defined and polished appearance.	Extra Lines <ul style="list-style-type: none"> • Create Detail with Line Variations • Final Review and Adjustments • Save and Backup Work • Safety procedures. • Clean equipment and workplace • Store/Keep equipment. 			<ul style="list-style-type: none"> • High quality cameras • High-quality computers with excellent graphics capabilities. • High-resolution computer monitors • Industry Standard Graphic Design Software (vector, raster and layout) 	
		(f) Selecting colours.	<p>Brainstorm: Guide students to understand perform inking and identify examples such colour palette creation, colour theory application, cultural and psychological considerations</p> <p>Practical Work: Guide students to create a vibrant</p>	<ul style="list-style-type: none"> • Select tools, and equipment • Make Research • Understand the Illustration's Theme and Mood. • Create a Colour Palette • Consider the Lighting and 	Select colours as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to select colours as per required standard. Principles: The student should explain the principle of select colours as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for select colours for digital illustrations pre-production. • Types of selecting colours in 	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Coloured pencils • Watercolour paper • Pencil Sharpener • Erasers • Pastels • Brushes • Watercolours • Colour Palette 	

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			landscape colour scheme and establish a dynamic character colour palette. Activity: Organize students into manageable groups to create a digital illustration for a children's book cover. Tell them to identify colours that evoke a sense of warmth and playfulness suitable for a children's book.	Environment <ul style="list-style-type: none"> • Create colour Variations and Harmonies • Test Colour Combinations • Consider the Medium and Output • Refine and Finalize Colour Selections • Prepare for Colour Application • Safety procedures. • Clean equipment and workplace • Store/Keep equipment. 		digital Illustrations. <ul style="list-style-type: none"> • Uses of selecting colours in digital illustrations pre-production. • Tools used to select colours in digital illustrations pre-production. Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety procedures while select colour and using computer • First aid. • Environmental issues • . 	<ul style="list-style-type: none"> • Rulers • Fine liners and markers • Drawing tablets • Stylus/ Digital Pen (tablets support) • Software for digital sketching • Protractors • Compass • High quality printers • High quality scanners • High quality cameras • High-quality computers with excellent graphics capabilities. • High-resolution computer monitors • Industry standard graphic design software (vector, raster and layout). 	
		(g) Making flatting.	Brainstorm: Guide students to understand perform inking and identify examples such as colour blocking, separation of elements, layer	<ul style="list-style-type: none"> • Select tools, and equipment • Make Research • Set Up the Workspace • Prepare the 	Making flatting as per required standard.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to make flatting as per required standard. Principles: The student should explain the principle of select colours	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Coloured pencils 	

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			<p>management and solid colours.</p> <p>Practical Work: Guide students to create flat colour regions in environmental illustration</p> <p>Activity: Organize students into manageable groups to discuss how to apply flat colours to create a base for further detail. Tell them to demonstrate the process of making flattening decisions for this simple character illustration using digital illustration software</p>	<p>Line Art</p> <ul style="list-style-type: none"> ● Create the Base Colours ● Apply Base Colours ● Separate Colours into Layers or Groups ● Adjust Edges and Clean Up ● Create Flat Shading (Optional) ● Create Lock the Flat Colours ● Safety procedures. ● Clean equipment and workplace ● Store/Keep equipment. 		<p>as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> ● Key terms for making flattening. ● Types of flats in digital illustrations ● Uses of making flattening in digital illustrations pre-production ● Tools used to make flattening in digital illustrations pre-production <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> ● Safety procedures while making flattening and using computer ● First aid. ● Environmental issues 	<ul style="list-style-type: none"> ● Watercolour paper ● Pencil Sharpener ● Erasers ● Pastels ● Brushes ● Watercolours ● Colour Palette ● Rulers ● Fine liners and markers ● Drawing tablets ● Stylus/ Digital Pen (tablets support) ● Software for digital sketching ● Protractors ● Compass ● High quality printers ● High quality scanners ● High quality cameras ● High-quality computers with excellent graphics capabilities. ● High-resolution computer monitors ● Industry Standard Graphic Design Software (vector, raster and layout). 	

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	3.2 Production in digital illustrations	(a) Creating light.	<p>Brainstorm: Guide students to understand how to create light and identify examples such as realistic lighting effects, advanced layer management, localized lighting, shadows and depth, light textures and patterns.</p> <p>Practical Work: Guide students to create dynamic lighting for character illustration and set mood lighting for environmental illustration</p> <p>Activity: Organize students into manageable groups to illustrate a daytime scene in a forest. to feel warm and inviting with sunlight streaming through the trees.</p>	<ul style="list-style-type: none"> • Select tools, and equipment • Make Research • create Scene and light source • Create Separate Lighting Layers • Create light Source • Apply Flat Colours • First, base lighting and shadow zone, • Create light intensity • Add Ambient and Secondary Lighting • Use Light Effects for Depth • Finalize and Adjust: • Safety procedures. • Clean 	Creating light as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create light as per required standard. Principles: The student should explain the principle of creating light as per required standard. Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for creating light. • Types of light in production of digital illustrations • Uses of creating light in digital illustrations production • Tools used to create light in digital illustrations production <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while create light and using computer • First aid. • Environmental issues 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Drawing tablets • Stylus/ Digital Pen (tablets support) • High quality printers • High quality scanners • High quality cameras • High-quality computers with excellent graphics capabilities. • High-resolution computer monitors • Industry Standard Graphic Design Software (vector, raster and layout). 	73

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				Process Assessment	Services Assessment	Knowledge Assessment		
			Tell them to create the lighting for this scene using digital illustration software.	equipment and workplace <ul style="list-style-type: none"> • Store/Keep equipment 				
		(b) Making visual story.	<p>Brainstorm: Guide students to understand how to make visual story and identify examples such as clear narrative structure, compelling composition, character and subject development, dynamic and immersive backgrounds, perspective and depth. Also techniques such as rule of thirds, golden ratio and dynamic symmetry</p> <p>Practical Work: Guide students to create a visual storyboard for character narrative</p>	<ul style="list-style-type: none"> • Select tools, and equipment • Make Research • Create Story Concept • Create Composition • Craft Characters and Setting • Sketch the Visual Elements • Create Colour Palette and lighting • create Detail to the Visuals • Incorporate Text and Dialogue (if needed) • Finalize the Visual Story • Safety 	Making visual story as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to make visual story as per required standard.</p> <p>Principles: The student should explain the principle of making visual story as per required standard.</p> <p>Theories: The student should explain: <ul style="list-style-type: none"> • Key terms for making visual story in digital illustrations production • Types of visual stories in production of digital illustrations • Uses of making visual story in digital illustrations production • Types of visual stories in production of digital illustrations </p> <p>Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety procedures while make visual story and using computer • First aid. • Environmental issues • </p>	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Coloured pencils • Watercolour paper • Pencil Sharpener • Erasers • Pastels • Brushes • Watercolours • Colour Palette • Rulers • Fine liners and markers • Drawing tablets • Stylus/ Digital Pen (tablets support) • High quality printers • High quality scanners • High quality cameras • High-quality computers with 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			and refine emotional depth in character design. Activity: Organize students into manageable groups to create a single illustration that tells a simple visual story, such as a character's journey from one point to another. Tell them to use the process of planning and execute this illustration using digital illustration software.	procedures. <ul style="list-style-type: none"> Clean equipment and workplace Store/Keep equipment 			<p>excellent graphics capabilities.</p> <ul style="list-style-type: none"> High-resolution computer monitors Industry standard graphic design software (vector, raster and layout) 	
		(c) Making a storyboard.	Brainstorm: Guide students to understand how to make a storyboard and identify examples such as clear narrative structure, visual layout and frames, composition planning, action and movement indicators, dialogue and annotations,	<ul style="list-style-type: none"> Select tools, and equipment Make Research Create a Script or Outline Choose a Storyboard software Sketch the Key Scenes Create the 	Making a storyboard as per required standard.	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should explain how to make a storyboard as per required standard.</p> <p>Principles: The student should explain the principle of making a storyboard as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Key terms for making storyboard in digital illustrations production Types of storyboards in 	The following tools and equipment are to be available: - <ul style="list-style-type: none"> Sketchbooks/ paper Pencils (HB, 2B, 4B) Coloured pencils Watercolour paper Pencil Sharpener Erasers Pastels Brushes Watercolours Colour Palette 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>lighting and mood planning.</p> <p>Practical Work: Guide students to develop a storyboard for a sequential visual narrative and create a storyboard for a short-animated sequence.</p> <p>Activity: Organize students into manageable groups to create a simple storyboard for a short animation project. Tell them to perform a basic storyboard using digital illustration software.</p>	<p>Sequence and Flow</p> <ul style="list-style-type: none"> • create Visual and Textual Details • Safety procedures. • equipment and workplace • Store/Keep equipment 		<p>production of digital illustrations</p> <ul style="list-style-type: none"> • Uses of making storyboards in digital illustrations production • Tools used to make storyboards in digital illustrations production <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while make a storyboard and using computer • First aid. • Environmental issues 	<ul style="list-style-type: none"> • Rulers • Fine liners and markers • Drawing tablets • Stylus/ Digital Pen (tablets support) • High quality printers • High quality scanners • High quality cameras • High-quality computers with excellent graphics capabilities. • High-resolution computer monitors • Industry standard graphic design software (vector, raster and layout) 	
		(d) Developing character.	<p>Brainstorm: Guide students to understand how to develop character and identify examples such as clear character concept, distinctive</p>	<ul style="list-style-type: none"> • Select tools, and equipment • Make Research • Create a Character Profile: 	Developing character as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to develop character as per required standard.</p> <p>Principles: The student should explain the principle of developing</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/ paper • Pencils (HB, 2B, 4B) • Coloured pencils • Watercolour paper 	

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			<p>silhouette, costume and accessories, colour palette, body language and poses, character archetypes and stereotypes, textures and details and unique features</p> <p>Practical Work: Guide students to create a character profile and design and illustrate a character in different emotional states.</p> <p>Activity: Organize students into manageable groups to create a single character illustration for a children's book. Tell them to discuss how to brainstorm ideas for the character's appearance, personality and overall theme using digital illustration software.</p>	<ul style="list-style-type: none"> • Sketch Initial Concepts • Create a Strong Concept, • Create Colour Palette • create Textures and Materials • Finalize the Character Design • Create Character Turnarounds • Create Poses and Expressions • Safety procedures. • equipment and workplace • Store/Keep equipment 		<p>character as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for developing character in production of digital illustrations. • Types of characters in production of digital illustrations. • Uses of developing characters in digital illustrations production. • Tools used to develop characters in digital illustrations production. <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while developing character and using computer • First aid. • Environmental issues. 	<ul style="list-style-type: none"> • Pencil Sharpener • Erasers • Pastels • Brushes • Watercolours • Colour Palette • Rulers • Fine liners and markers • Drawing tablets • Stylus/ Digital Pen (tablets support) • High quality printers • High quality scanners • High quality cameras • High-quality computers with excellent graphics capabilities. • High-resolution computer monitors • Industry Standard Graphic Design Software (vector, raster and layout) 	
		(e) Creating	Brainstorm:	• Select tools,	Creating	Knowledge evidence:	The following tools and	

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		backgrounds.	<p>Guide students to understand how to create backgrounds and identify examples such as detailed foreground, middle ground, and background. Pay attention to textural and environmental elements, perspective and depth, integration with characters or objects.</p> <p>Practical Work: Guide students to design a natural landscape background and create an urban cityscape background.</p> <p>Activity: Organize students into manageable groups to create fantasy background by using digital illustration software.</p>	<p>and equipment</p> <ul style="list-style-type: none"> • Make Research • Sketch Thumbnails • Create the Canvas Size and Organize Layers • Create a Rough Sketch • Craft Perspective and Structure • Create the Colour Palette and light source • Create Special Effects • Finalize the Background • Safety procedures. • equipment and workplace • Store/Keep equipment 	backgrounds as per required standard.	<p>Detailed knowledge of: Method used: The student should explain how to create backgrounds as per required standard.</p> <p>Principles: The student should explain the principle of creating backgrounds as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for creating backgrounds in production of digital illustrations. • Types of Backgrounds in Production of Digital Illustrations. • Uses of creating backgrounds in digital illustrations production. • Tools used to create light in digital illustrations production. <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while creating backgrounds and using computer • First aid. • Environmental issues. 	<p>equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/ paper • Pencils (HB, 2B, 4B) • Coloured pencils • Watercolour paper • Pencil Sharpener • Erasers • Pastels • Brushes • Watercolours • Colour Palette • Rulers • Fine liners and markers • Drawing tablets • Stylus/ Digital Pen (tablets support) • High quality printers • High quality scanners • High quality cameras • High-quality computers with excellent graphics capabilities. • High-resolution computer monitors • Industry Standard Graphic Design 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
							Software (vector, raster and layout).	
	3.3 Perform digital illustrations post-production	(a) Creating textures and patterns.	<p>Brainstorm: Guide students to understand how to create textures and patterns. Identify examples such as purposeful texture selection, high-resolution textures, layered workflow, blending modes, texture mapping, texture brushes, noise and grain.</p> <p>Practical Work: Guide students to add a fabric texture to a clothing element and create a geometric pattern overlay for a background element.</p> <p>Activity: Organize students into manageable groups to create a series of digital illustrations for a fashion magazine,</p>	<ul style="list-style-type: none"> • Select tools, and equipment • Make Research • Select Software and Tools • Choose the Appropriate Tools • Create Custom Textures • Develop Patterns • Apply Textures and Patterns • create Fine Details • Safety procedures. • equipment and workplace • Store/Keep equipment 	Creating textures and patterns as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create textures and patterns as per required standard.</p> <p>Principles: The student should explain the principle of creating textures and patterns as per required standard.</p> <p>Theories: The student should explain: <ul style="list-style-type: none"> • Key terms for textures and patterns for digital illustrations post-production • Types of textures and patterns for digital illustrations post-production. • Uses of creating textures and patterns in digital illustrations post-production. • Tools used to create textures and patterns in digital illustrations post production </p> <p>Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety procedures while creating textures and patterns and using computer • First aid. </p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Drawing tablets • Stylus/ Digital Pen (tablets support) • High quality printers • High quality scanners • High quality cameras • High-quality computers with excellent graphics capabilities. • High-resolution computer monitors • Industry standard graphic design software (vector, raster and layout). 	90

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				Process Assessment	Services Assessment	Knowledge Assessment		
			and each illustration requires a unique and intricate pattern. Tell them to develop complex patterns that complement the clothing designs without distracting from the overall composition.			<ul style="list-style-type: none"> • Environmental issues. 		
		(b) Making intricate details in illustrations.	<p>Brainstorm: Guide students to understand how to make intricate details in illustrations Identify features such as fine detail brushes, layer management, texture application, lighting and shadow details, hair and fur details and detailed line work</p> <p>Practical Work: Guide students to add intricate textures to a fabric element and highlight intricate patterns on a decorative element.</p>	<ul style="list-style-type: none"> • Select tools, and equipment • Make Research • Analyse the Illustration • Create Outlines and Edges • Craft Micro Textures • Create Detail Features • Create Light and Highlights • Incorporate Decorative Elements • Create colour Adjustment • Safety procedures. 	Making intricate details in illustrations as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to make intricate details in illustrations as per required standard</p> <p>Principles: The student should explain the principle of creating textures and patterns as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for making intricate details in illustrations. • Types of intricate details in illustrations in perform digital illustrations post-production • Uses of intricate details in illustrations in perform digital illustrations post-production. • Tools used to make intricate details in illustrations in digital 	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Drawing tablets • Stylus/ Digital Pen (tablets support) • High quality printers • High quality scanners • High quality cameras • High-quality computers with excellent graphics capabilities. • High-resolution computer monitors • Industry Standard Graphic Design Software (vector, raster and layout) 	

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			<p>Activity: Organize students into manageable groups to create a detailed portrait illustration of a historical figure for a magazine cover. Tell them to capture intricate facial features, clothing details, and any relevant accessories.</p>	<ul style="list-style-type: none"> • equipment and workplace • Store/Keep equipment 		<p>illustrations post-production</p> <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while making intricate details in illustrations and using computer • First aid. • Environmental issues 		
		(c) Making accents (emphasis) in illustrations.	<p>Brainstorm: Guide students to understand how to make accents (emphasis) in illustrations. Identify features such as colour emphasis, depth of field, composition and framing, texture variation, line work and leading lines, negative space.</p> <p>Practical Work: Guide students to emphasize a character's expression and</p>	<ul style="list-style-type: none"> • Select tools, and equipment • Make Research • Create Focus Areas • Apply Colour Contrast • Create Depth with Shadows • Use Sharpness and Focus • Use Framing and Composition Techniques • Use 	Making accents (emphasis) in illustrations as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to make accents (emphasis) in illustrations as per required standard. Principles: The student should explain the principle of creating textures and patterns as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for making accents (emphasis) in illustrations • Types of accents in digital illustrations post-production. • Uses of accents (emphasis) in illustrations in perform digital illustrations post production. • Tools used to make accents 	The following tools and equipment are to be available: -	<ul style="list-style-type: none"> • Drawing tablets • Stylus/ Digital Pen (tablets support) • High quality printers • High quality scanners • High quality cameras • High-quality computers with excellent graphics capabilities. • High-resolution computer monitors • Industry Standard Graphic Design

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			emotion and highlight a central object in a complex scene Activity: Organize students into manageable groups to work on a digital illustration where the main character needs to stand out prominently. Tell them to make accents or emphasis on the central character within the composition.	Proportional and scale Emphasis: <ul style="list-style-type: none"> • Safety procedures. • equipment and workplace • Store/Keep equipment 		(emphasis) in illustrations in digital illustrations post-production. Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety procedures while making accents (emphasis) in illustrations and using computer • First aid. • Environmental issues. 	Software (vector, raster and layout)	
		(d) Creating special effects	Brainstorm: Guide students to understand how to create special effects. Identify features such as layered effects, lighting effects, particle systems, texture overlays, special brush effects, sparkle and glitter effects, filters and plugins.	<ul style="list-style-type: none"> • Select tools, and equipment • Make Research • Create Lighting Effects • Create Particle Effects • Use Texture and Surface Effects • Use Colour 	Creating special effects as per required standard.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create special effects as per required standard. Principles: The student should explain the principle of creating special effects as per required standard. Theories: The student should explain: <ul style="list-style-type: none"> • Key terms for creating special effects in digital illustrations post- 	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Drawing tablets • Stylus/ Digital Pen (tablets support) • High quality printers • High quality scanners • High quality cameras • High-quality computers with 	

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			<p>Practical Work: Guide students to applying a mystical glow effect to a magical object and create a dynamic motion blur for a moving character</p> <p>Activity: Organize students into manageable groups to create a digital illustration of a fantasy scene. Tell them to make special effects such as glowing orbs and sparkles.</p>	<ul style="list-style-type: none"> and Gradient Effects • Craft Shadows and Reflections • Create Custom Effects with Brushes • Use Lens Flares: • Safety procedures. • equipment and workplace • Store/Keep equipment 		<p>production</p> <ul style="list-style-type: none"> • Types of special effects in digital illustrations post-production. • Uses of special effects in digital illustrations in perform digital illustrations post production. • Tools used to create special effects in illustrations in digital illustrations post-production <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while creating special effects and using computer • First aid. • Environmental issues 	<p>excellent graphics capabilities.</p> <ul style="list-style-type: none"> • High-resolution computer monitors • Industry standard graphic design software (vector, raster and layout) 	
		(e) Creating image formats.	<p>Brainstorm: Guide students to understand how to create image formats. Describe terminologies such as high-resolution output, colour profile settings, file size optimization, export for web and screen, vector and raster formats. Also pay attention to file format options such</p>	<ul style="list-style-type: none"> • Select tools, and equipment • Make Research • Choose the Correct Software • Set the Correct Resolution and Dimensions • Optimize the Colour 	Creating image formats as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create image formats as per required standard.</p> <p>Principles: The student should explain the principle of creating image formats as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for image formats in digital illustrations post- 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Drawing tablets • Stylus/ Digital Pen (tablets support) • High quality printers • High quality scanners • High quality cameras • High-quality computers with 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>as PNG, JPEG, TIFF, PDF, GIF and SVG</p> <p>Practical Work: Guide students to convert an illustration into web-friendly formats and adapt an illustration for high-resolution printing.</p> <p>Activity: Organize students into manageable groups to optimize and convert digital illustrations into specific image formats for various output mediums.</p>	<p>Profile</p> <ul style="list-style-type: none"> Exporting Image Formats for Digital Illustrations Create Compression and File Size Optimization Safety procedures. equipment and workplace Store/Keep equipment 		<p>production.</p> <ul style="list-style-type: none"> Types of image formats in digital illustrations post-production. Uses of image formats in digital illustrations post-production. Tools used to create image formats in illustrations in digital illustrations post-production <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety procedures while creating image formats and using computer First aid. Environmental issues. 	<p>excellent graphics capabilities.</p> <ul style="list-style-type: none"> High-resolution computer monitors Industry Standard Graphic Design Software (vector, raster and layout) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(f) Optimizing digital illustrations for web and printing.	<p>Brainstorm: Guide students to describe terminologies such as high-resolution output, colour profile settings, file size optimization, export for web and screen, vector and raster formats. Also pay attention to file format options such as PNG, JPEG, TIFF, PDF, GIF, SVG. High print resolution measured in dots per inch (DPI) or pixels per inch (PPI) and Optimizing colour modes for different outputs (RGB for web, CMYK for print).</p> <p>Practical Work: Guide students to prepare an illustration for high-quality printing and optimize an illustration for web display.</p>	<ul style="list-style-type: none"> Select tools and equipment Make Research Choose the Right File Format Adjust Resolution Convert CMYK to RGB Convert RGB to CMYK Optimizing Digital Illustrations for Print or web Safety procedures, equipment and workplace Store/Keep equipment 	Optimizing digital illustrations for web and printing, as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to optimize digital illustrations for web and printing as per required standard. Principles: The student should explain the principle of optimizing digital illustrations for web and printing as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Key terms for optimizing digital illustrations for web and printing Types of optimizing digital illustrations for web and printing: Uses of optimize digital illustrations for web and printing in illustrations in digital illustrations post-production Tools used to optimize digital illustrations for web and printing in illustrations in digital illustrations post-production <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety procedures while optimizing digital illustrations for web, printing and using computer First aid. Environmental issues 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Drawing tablets Stylus/ Digital Pen (tablets support) High quality printers High quality scanners High quality cameras High-quality computers with excellent graphics capabilities. High-resolution computer monitors Industry standard graphic design software (vector, raster and layout) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Activity: Organize students into manageable groups to optimize and convert digital illustrations into specific image formats for various output mediums.					

Form Two

Table 4: Detailed Contents for Form Two

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
1.0 Creating designs for graphic design communication	1.1 Creating basic designs for graphic design communication	(a) Achieving balance and alignment	<p>Brainstorm: Guide students to explain the concepts related to achieving balance and alignment, describe the importance of balance and alignment, and apply balance and alignment in graphic design communication.</p> <p>Practical Work: Guide the students to use tools and equipment for achieving balance and alignment.</p> <p>Activity: Organize students into manageable groups to create a grid system in a graphic design software and</p>	<ul style="list-style-type: none"> • Use industrial standard graphic design software. • Make grid systems, rulers and guides • Test alignment and balance in physical format. • Observe safety precautions • Maintain a clean and organized workspace. 	Achieve balance and alignment as per required standard	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to achieve balance and alignment Principles: The student should explain the principle of achieving balance and alignment Theories: The student should explain:</p> <ul style="list-style-type: none"> • Types of balance and alignment. • Tools used in achieving balance and alignment. • Steps for achieving balance and alignment <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard graphic design software. • Grid systems • Rulers and guides tools • Alignment tools • Font design software • Font editing and management tools • Grid systems • Rulers and guides • Alignment tools 	82

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>establish a structured layout.</p> <p>Discussion: Facilitate a discussion on the challenges encountered during the activity and explore ways to improve in achieving balance and alignment</p>			<p>equipment and design projects</p> <ul style="list-style-type: none"> Waste disposal procedures. 	<ul style="list-style-type: none"> Typography tools 	
		(b) Employing space and hierarchy in graphic design communication	<p>Brainstorm: Guide students to explain the concept of employing space and hierarchy in graphic design communication, describe key components of hierarchy and explain the importance of employing space and hierarchy.</p> <p>Practical Work: Guide the students to use space and hierarchy in</p>	<ul style="list-style-type: none"> Use industrial standard graphic design software. Employ space and hierarchy. Implement procedures for space and hierarchy. Observe safety precautions Maintain a clean and organized workspace. 	Employ space and hierarchy as per required standard	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Employ space and hierarchy <p>Principles: The student should explain the principle of employing space and hierarchy</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Types of space Tools used for employing space and hierarchy. 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Sketchbooks/paper Pencils (HB, 2B, 4B) Pencil Sharpener Erasers High-quality computers with excellent graphics capabilities. Industrial standard graphic design software. Grid systems Rulers and guides tools 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>graphic design communication.</p> <p>Activity: Divide students into manageable groups, and create a promotional material that effectively use space and hierarchy</p>			<ul style="list-style-type: none"> Steps for employing space and hierarchy <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while handling equipment and design projects Waste disposal procedures. 	<ul style="list-style-type: none"> Alignment tools Font design software Font editing and management tools Rulers and guides Alignment tools Typography tools. 	
		(c) Employing typography in graphic design communication	<p>Brainstorm: Guide students to explain the meaning of fonts, describe the importance of fonts in graphic design communication and apply tools and equipment for creating fonts.</p> <p>Practical Work: Guide the students to create fonts in graphic design</p> <p>Activity: Organize students</p>	<ul style="list-style-type: none"> Use industrial standard graphic design design software. Employ typography in graphic design Implement procedures for employing typography. Observe safety precautions Maintain a clean and organized workspace. 	Employing typography as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Employ typography in graphic design communication. <p>Principles: The student should explain the principle of typography in graphic design communication.</p> <p>Theories: The student should explain:</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Sketchbooks/paper Pencils (HB, 2B, 4B) Pencil Sharpener Erasers High-quality computers with excellent graphics capabilities. Industrial standard graphic design software. Grid systems Rulers and guides 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			into manageable groups and assign them to create different fonts in a font design software.			<ul style="list-style-type: none"> Steps for creating fonts. Importance of fonts Tools for creating fonts. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while handling equipment and design projects Waste disposal procedures. 	tools <ul style="list-style-type: none"> Alignment tools Font design software Font editing and management tools Font design software Typography tools. 	
		(d) Using typefaces in graphic design communication	<p>Brainstorm: Guide students to explain the concept of typefaces, describe the importance of typeface and apply tools for creating typeface in graphic design communication.</p> <p>Practical Work: Guide the students to make basic typefaces for</p>	<ul style="list-style-type: none"> Use industrial standard graphic design software. Use of typefaces Implement procedures for using typefaces Importance of typefaces. Observe safety precautions Maintain a clean and organized workspace. 	Use typeface as per required standard	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Use typefaces in graphic design communication <p>Principles: The student should explain the principle of using typefaces in graphic design. Theories: The student should explain:</p>	The following tools and equipment are to be available: - <ul style="list-style-type: none"> Sketchbooks/paper Pencils (HB, 2B, 4B) Pencil Sharpener Erasers High-quality computers with excellent graphics capabilities. Industrial standard graphic design software. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>effective graphic design communication.</p> <p>Activity: Organize students into manageable groups and assign them to create typefaces and differentiate between serif and san serifs to ensure legibility in graphic design communication.</p>			<ul style="list-style-type: none"> • Importance of typefaces. • Uses of typefaces. • Tools and equipment for creating typefaces <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal procedures. 	<ul style="list-style-type: none"> • Grid systems • Rulers and guides tools • Alignment tools • Font design software • Font editing and management tools • Hand-drawing and scanning tools 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(e) Applying typographic hierarchy in graphic design communication	<p>Brainstorm: Guide students to apply typographic hierarchy in graphic design communication</p> <p>Practical Work: Guide the students to apply typographic hierarchy in different graphic design materials.</p> <p>Activity: Organize students to create promotional material and apply typographic hierarchy.</p>	<ul style="list-style-type: none"> Use industrial standard graphic design software Use and select fonts that distinguish content level Apply steps for creating typographic hierarchy. Use tools and equipment for creating typographic hierarchy. Observe safety precautions Maintain a clean and organized workspace. 	Apply typographic hierarchy as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Apply typographic hierarchy <p>Principles: The student should explain the principle of typographic hierarchy. Theories: The student should explain:</p> <ul style="list-style-type: none"> The concept of typographic hierarchy. Importance of typographic hierarchy. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while handling equipment and design projects Waste disposal procedures. 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Sketchbooks/paper Pencils (HB, 2B, 4B) Pencil Sharpener Erasers High-quality computers with excellent graphics capabilities. Industrial standard graphic design software. Grid systems Rulers and guides tools Alignment tools Font design software Font editing and management tools Typography tools 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
	1.2 Creating layout and composition	(a) Creating layout design for graphic communication	<p>Brainstorm: Guide students to explain the concept of layout design; describe key terms used in layout design; describe types of layouts for graphic communication and explain the importance of layout and composition in graphic design communication.</p> <p>Practical Work: Guide the students to create layout designs for graphic design communication</p> <p>Activity: Organize students to create publication design materials and assign them to apply layout and composition.</p>	<ul style="list-style-type: none"> Use industrial standard graphic design software and tools for developing layout design. Use procedures for developing layout design. Observe safety precautions Maintain a clean and organized workspace. 	Creating layout and composition as per required standard.	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Create layout and composition <p>Principles: The student should explain the principles of layout design.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The concept of layout and composition in design Importance of layout and composition. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while handling equipment and design projects Waste disposal procedures. 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Sketchbooks/paper Pencils (HB, 2B, 4B) Pencil Sharpener Erasers High-quality computers with excellent graphics capabilities. Industrial standard graphic design software. Grid systems Rulers and guides tools Alignment tools Font design software Font editing and management tools Font libraries Colour palette generator Digital camera. 	119

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(b) Creating compositions for graphic design communication	<p>Brainstorm: Guide students to explain the concept of creating compositions, explain key terms in composition and describe the importance of compositions for graphic design.</p> <p>Practical Work: Guide the students to create well-structured compositions for promotional materials.</p> <p>Activity: Organize students to create graphic design materials and apply procedures for developing compositions.</p>	<ul style="list-style-type: none"> Use industrial standard graphic design software and tools for graphic design compositions. Apply procedures for developing compositions. Observe safety precautions Maintain a clean and organized workspace. 	Create compositions as per required standard.	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Create compositions <p>Principles: The student should explain the principle of composition in graphic design.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The concept of compositions. Importance of compositions. Types of compositions in graphic design. <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while handling equipment and design projects Waste disposal 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> A sketchpad Industrial standard graphic design software. Grid sheets or layout templates 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(c) Integrating images in graphic design communication	<p>Brainstorm: Guide students to explain the concept of integrating images, describe key terms used in integrating images; describe types of images in graphic design communication and explain the importance of integrating images.</p> <p>Practical Work: Guide the students to create and integrate images for graphic design communication.</p> <p>Activity: Organize students to use procedures for creating and integrating images in a graphic design material.</p>	<ul style="list-style-type: none"> Use industrial standard graphic design software and tools for integrating images. Apply procedures for integrating images. Observe safety precautions Maintain a clean and organized workspace. 	Integrate images as per required standard	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Integrate images <p>Principles: The student should explain integrating images Theories: The student should explain:</p> <ul style="list-style-type: none"> The concept of integrating images. Importance of integrating images. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while handling equipment and design projects Waste disposal 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Sketchbooks/paper Pencils (HB, 2B, 4B) Pencil Sharpener Erasers High-quality computers with excellent graphics capabilities. Industrial standard graphic design software. Grid systems Rulers and guides tools Alignment tools Font design software Font editing and management tools Industrial image editing software. Typography tools 	
		(d) Manipulating images in graphic design	<p>Brainstorm: Guide students to describe key terms in image</p>	<ul style="list-style-type: none"> Use industrial standard raster graphic design software and 	Manipulate images as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The</p>	<p>The following tools, safety gears and equipment should be available:</p>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		communication	manipulation, identify types of images in graphic design communication and describe the importance of performing image manipulation graphic design communication. Practical Work: Guide the students to manipulate images for graphic design communication. Activity: Organize students to create composite image by combining elements from two different sources.	<ul style="list-style-type: none"> tools for manipulating images. Use different steps for manipulating images. Observe safety precautions Maintain a clean and organized workspace. 		<p>student should explain how to:</p> <ul style="list-style-type: none"> Manipulate images <p>Principles: The student should explain the principle of manipulating images.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The concept of image manipulation. Importance of manipulating images. Procedures for cropping and colour-correction <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while handling equipment and design projects Waste disposal 	<ul style="list-style-type: none"> Sketchbooks/paper Pencils (HB, 2B, 4B) Pencil Sharpener Erasers High-quality computers with excellent graphics capabilities. Industrial standard graphic design software. Grid systems Rulers and guides tools Alignment tools Font design software Font editing and management tools Industrial image editing software 	
		(e) Employing branding elements in graphic	Brainstorm: Guide students to explain the concept of	<ul style="list-style-type: none"> Use industrial standard graphic design software and tools for 	Employ branding elements as per required	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The</p>	The following tools and equipment are to be available: -	<ul style="list-style-type: none"> Sketchbooks/paper

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		design communication	branding, describe types of branding elements, explain the importance of creating branding elements, define key terms in creating branding elements and use procedures to develop branding elements. Practical Work: Guide the students to develop branding elements. Activity: Organize students to create promotional material and employ branding elements.	<p>employing branding elements.</p> <ul style="list-style-type: none"> Use procedures for developing branding elements. Observe safety precautions Maintain a clean and organized workspace. 	standard.	<p>student should explain how to:</p> <ul style="list-style-type: none"> Employ branding elements. <p>Principles: The student should explain the principle of branding elements. Theories: The student should explain:</p> <ul style="list-style-type: none"> The concept of branding elements Importance of creating branding elements. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while handling equipment and design projects Waste disposal 	<ul style="list-style-type: none"> Pencils (HB, 2B, 4B) Pencil Sharpener Erasers High-quality computers with excellent graphics capabilities. Industrial standard graphic design software. Grid systems Rulers and guides tools Alignment tools Font design software Font editing and management tools Logo design tools Typographic resources. High quality printer. 	
		(f) Using colour combinations in graphic design communication	Brainstorm: Guide students to explain the concept of colour combinations, uses of colour	<ul style="list-style-type: none"> Use industrial standard graphic design software Use colour combinations. Apply steps for 	Use colour combinations as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Sketchbooks/paper Pencils (HB, 2B, 4B) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			combinations, apply tools and equipment for performing colour combinations in graphic design communication Practical Work: Guide the students to apply colour combination effectively in different graphic design materials. Activity: Organize students to create promotional material that demonstrate the effective use of colour combinations.	performing colour combinations. <ul style="list-style-type: none"> Observe safety precautions Maintain a clean and organized workspace. 		<ul style="list-style-type: none"> Use colour combinations. Principles: The student should explain the principle of colour combinations. Theories: The student should explain: <ul style="list-style-type: none"> The concept of colour combinations. Importance of colour combinations. Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Safety precautions while handling equipment and design projects Waste disposal 	<ul style="list-style-type: none"> Pencil Sharpener Erasers High-quality computers with excellent graphics capabilities. Industrial standard graphic design software. Grid systems Rulers and guides tools Alignment tools Font design software Font editing and management tools Colour schemes generators Colour pickers 	
	1.3 Creating presentation for graphic design communication	(a) Fine-tuning graphic design	Brainstorm: Guide students to explain the concept of fine-tuning, describe key terms in fine-tuning, describe types of fine-tuning and explain	<ul style="list-style-type: none"> Use industrial standard graphic design software and tools for fine-tuning graphic design. Apply steps for fine-tuning graphic design. 	Fine-tune graphic design as per required standard.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> Fine-tune graphic design Principles: The	The following tools and equipment are to be available: - <ul style="list-style-type: none"> Sketchbooks/paper Pencils (HB, 2B, 4B) Pencil Sharpener Erasers 	86

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			the importance of fine-tuning in graphic design communication Practical Work: Guide the students to fine-tune different graphic design materials. Activity: Organize students to create promotional material and apply fine-tune in graphic design	<ul style="list-style-type: none"> Observe safety precautions Maintain a clean and organized workspace. 		<p>student should explain the principle of fine-tuning graphic design</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The concept of fine-tuning graphic design. Importance of fine tuning graphic design. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while handling equipment and design projects Waste disposal 	<ul style="list-style-type: none"> High-quality computers with excellent graphics capabilities. Industrial standard graphic design software. Grid systems Rulers and guides tools Alignment tools Font design software Font editing and management tools Contrast adjustment tools 	
		(b) Creating consistency and coherence in graphic design communication	Brainstorm: Guide students to explain the consistency and coherence, describe key terms in creating consistency and coherence; describe types of consistency and coherence in	<ul style="list-style-type: none"> Use industrial standard graphic design software and tools for creating consistency and coherence. Apply procedures of creating consistency and coherence. 	Create consistency and coherence as per required standard	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Create consistency and coherence Principles: The student should explain the 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Sketchbooks/paper Pencils (HB, 2B, 4B) Pencil Sharpener Erasers High-quality computers with excellent graphics 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>graphic design communication; explain the importance of creating consistency and coherence in graphic design communication.</p> <p>Practical Work: Guide the students create consistency and coherence in different graphic design materials.</p> <p>Activity: Guide students to develop a brand style guide with guideline for typography, colour and imagery.</p>	<ul style="list-style-type: none"> Observe safety precautions Maintain a clean and organized workspace. 		<p>principle of consistency and coherence.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The concept of creating consistency and coherence Importance of creating consistency and coherence. Procedures for developing a brand style guide. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while handling equipment and design projects Waste disposal 	<p>capabilities.</p> <ul style="list-style-type: none"> Industrial standard graphic design software. Grid systems Rulers and guides tools Alignment tools Font design software Font editing and management tools Design templates Colour management Proofing tools Typography resources. 	
		(c) Producing graphic design communication materials for print production	<p>Brainstorm: Guide students to explain the concept of print production, describe key terms in print</p>	<ul style="list-style-type: none"> Use industrial standard graphic design software Apply methods of print production. Use and operate 	Produce graphic design communication materials for print production as	<p>Knowledge evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Produce graphic 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Sketchbooks/paper Pencils (HB, 2B, 4B) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			production; apply methods of print production; explain the importance of print production and apply procedures of print production. Practical Work: Guide the students to create different graphic design materials for print production. Activity: Organize students to execute a large format print production design that includes file setup and proofing.	tools for print production. <ul style="list-style-type: none"> Observe safety precautions Maintain a clean and organized workspace. 	per required standard.	design materials for print production. Principles: The student should explain the principle of print production. Theories: The student should explain: <ul style="list-style-type: none"> The concept of print production. Key terms in print production. Importance of print production. Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Safety precautions while handling equipment and design projects Waste disposal First aid 	<ul style="list-style-type: none"> Pencil Sharpener Erasers High-quality computers with excellent graphics capabilities. Industrial standard graphic design software. Grid systems Rulers and guides tools Alignment tools Font design software Font editing and management tools. 	
		(d) Producing graphic design communication for digital display	Brainstorm: Guide students to explain the concept of digital display, describe key terms in digital display,	<ul style="list-style-type: none"> Use industrial standard graphic design software Apply methods of digital display. Use and operate 	Produce graphic design communication materials for digital display as	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> Produce graphic 	The following tools and equipment are to be available: - <ul style="list-style-type: none"> Sketchbooks/paper Pencils (HB, 2B, 4B) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>apply methods of digital display, explain the importance of digital display and apply procedures of digital display.</p> <p>Practical Work: Guide the students to create a social media post in graphic design software and export it in digital format.</p> <p>Activity: Organize students to create a post in digital display format and make sure it communicates effectively.</p>	<p>tools for digital display.</p> <ul style="list-style-type: none"> Observe safety precautions Maintain a clean and organized workspace. 	per required standard.	<p>design materials for digital display.</p> <p>Principles: The student should explain the principle of digital display.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The concept of digital display. Key terms in digital display. Importance of digital display. <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while handling equipment and design projects Waste disposal First aid 	<ul style="list-style-type: none"> Pencil Sharpener Erasers High-quality computers with excellent graphics capabilities. Industrial standard graphic design software. Grid systems Rulers and guides tools Alignment tools Font design software Font editing and management tools Font library Colour picker tool Grids and guides 	
		(e) Exhibiting final graphic design communication materials	<p>Brainstorm: Guide students to explain the concept of graphic design exhibition, describe key terms in exhibiting final graphic design</p>	<ul style="list-style-type: none"> Use industrial standard graphic design software Apply procedures for exhibiting final graphic design materials. 	Exhibit final graphic design communication materials as per required standard.	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Exhibit final graphic design 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Sketchbooks/paper Pencils (HB, 2B, 4B) Pencil Sharpener 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>communication materials, describe ways to exhibiting final graphic design communication materials and explain the importance of exhibiting final graphic design communication materials.</p> <p>Practical Work: Guide the students to conduct an exhibition on graphic design materials.</p> <p>Activity: Organize students to prepare a verbal presentation of their final print design including a statement and design process.</p>	<ul style="list-style-type: none"> Observe safety precautions Maintain a clean and organized workspace. 		<p>communication materials.</p> <p>Principles: The student should explain the principle of graphic design exhibition.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The concept of graphic design exhibition. Importance of exhibiting graphic design communication materials. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while handling equipment and design projects Waste disposal First aid 	<ul style="list-style-type: none"> Erasers High-quality computers with excellent graphics capabilities. Industrial standard graphic design software. Grid systems Rulers and guides tools Alignment tools Font design software Font editing and management tools Projector or computer Printed samples or mock-ups Laser pointer Whiteboard of flip chart Portfolio case Audio equipment 	
2.0 Designing a product package	2.1 Designing packaging visual elements	(a) Illustrating brand components for product packaging	<p>Brainstorm: Guide students to explain the concept of illustrating brand</p>	<ul style="list-style-type: none"> Use industrial standard graphic design software and other tools for illustrating 	Illustrate brand components for product packaging	<p>Knowledge evidence: Detailed knowledge of:</p> <p>Method used: The student should explain</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Industrial standard graphic 	56

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		design	<p>components for product packaging design, describe key terms, explain the importance of packaging design and explain branding components and procedures for illustrating brand components for product packaging design.</p> <p>Practical Work: Guide the students to illustrate branding components for packaging to enhance brand recognition.</p> <p>Activity: Organize students to develop a package that incorporate all necessary branding components to effectively communicate</p>	<p>branding components.</p> <ul style="list-style-type: none"> • Use procedures of illustrating branding components for packaging. • Observe safety precautions • Maintain a clean and organized workspace. 	design as per required standard.	<p>how to:</p> <ul style="list-style-type: none"> • Illustrate brand components for product packaging design. <p>Principles: The student should explain the principle of graphic design exhibition.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of illustrating brand components for product packaging design. • Importance of illustrating brand components for product packaging design. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal • First aid 	<p>design software</p> <ul style="list-style-type: none"> • Drawing tablet • Pantone colour guides • Mock-up software • High quality printers • Digital Camera 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			brand's value.					
		(b) Creating sketches for product package	<p>Brainstorm: Guide students to describe the term sketches for product package, types of product package design, packaging materials, types of sketches for product package, importance and procedures for creating sketches for packaging design.</p> <p>Practical Work: Guide the students to develop sketches and show how the concept sketches can influence the final packaging design.</p> <p>Activity: Organize students to create a detailed sketch for products by incorporating branding elements</p>	<ul style="list-style-type: none"> Use tools for creating sketches for packaging design. Apply procedures for creating sketches for product packaging design. Observe safety precautions Maintain a clean and organized workspace. 	Create sketches for product package as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Create sketches for product package <p>Principles: The student should explain the principle of creating sketches for product package. Theories: The student should explain:</p> <ul style="list-style-type: none"> The concept of creating sketches for packaging design. Importance of creating sketches for packaging design. Procedures for creating a detailed sketch concept for new product. <p>Circumstantial knowledge:</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> A high quality sketchbook Pencils, eraser and sharpener. Ruler and scale Markers and pens. Drawing tablet Industrial standard sketching software. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			and ensuring the design is functional and visually appealing.			Detailed knowledge about: <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal • First aid 		
		(c) Creating mock-ups and prototypes for product package	<p>Brainstorm: Guide students to explain the concept of creating mock-ups and prototype, key terms, describe types of mock-ups and prototypes and explain the importance of creating mock-ups and prototypes.</p> <p>Practical Work: Guide the students to create a functional prototype for a new packaging design.</p> <p>Activity: Organize students to create mock-ups and prototypes and</p>	<ul style="list-style-type: none"> • Use industrial standard graphic design software and create mock-ups and prototypes for product package. • Apply procedures for creating mock-ups and prototypes. • Observe safety precautions • Maintain a clean and organized workspace. 	Create mock-ups and prototypes for product package as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Create mock-ups and prototypes for product package. <p>Principles: The student should explain the principle of creating mock-ups and prototypes for product package.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of creating mock-ups and prototypes for product package • Importance of creating mock-ups and prototypes for 	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Industrial standard computer design software. • Measuring tools. • Mock-up materials • Adhesive tools • Measuring tools • Finishing tools 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			show the difference between these two.			packaging design. Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • First aid • Waste disposal 		
	2.2 Performing packaging visual elements	(a) Integrating brand graphics in packaging design	Brainstorm: Guide students to explain the concept of integrating brand graphics in packaging design, describe key terms used in integrating brand graphics and explain importance of integrating branding graphics into packaging design Practical Work: Guide the students to create and integrate brand graphics in	<ul style="list-style-type: none"> • Use industrial standard graphic design software and tools for performing packaging visual elements. • Apply procedures for integrating brand graphics in packaging design. • Observe safety precautions • Maintain a clean and organized workspace. 	Integrate brand graphics in packaging design as per required standard.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Integrate brand graphics in packaging design. Principles: The student should explain the principle of Integrating brand graphics in packaging design. Theories: The student should explain: <ul style="list-style-type: none"> • The concept of integrating brand graphics in packaging design. 	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Industry standard graphic design software. • Prototyping tools • Printing equipment • Colour calibration tools • Graphic tablet or a high-quality computer 	147

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			different packaging materials. Activity: Organize students to design a package that effectively integrates branding graphics elements.			<ul style="list-style-type: none"> Importance of integrating brand graphics in packaging design. Procedures for creating a mock-up. Procedure for designing a package. Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Safety precautions while handling equipment and design projects Waste disposal First aid 		
		(b) Creating visual elements in packaging design	Brainstorm: Guide students to explain the concept of creating visual elements in packaging design, key terms used in creating visual elements in packaging design and the importance of creating visual	<ul style="list-style-type: none"> Use industrial standard graphic design software and tools for creating visual elements in packaging design. Apply procedures for creating visual elements 	Create visual elements in packaging as per required standard.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> Create visual elements of packaging design. Principles: The student should explain the principle of	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Industrial standard graphic design software. Pantone colour guides Drawing tablets 3D mock-up software 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>elements.</p> <p>Practical Work: Guide the students to use visual elements and show its influence consumer perception on packaging.</p> <p>Activity: Organize students to create a complete package that includes visual elements like a colour scheme, typography and imagery.</p>	<ul style="list-style-type: none"> Observe safety precautions Maintain a clean and organized workspace. 		<p>creating visual elements.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The concept of creating visual elements in packaging design. Importance of creating visual elements in packaging design. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while handling equipment and design projects Waste disposal 	<ul style="list-style-type: none"> Stock images libraries Cutting machines Printed samples or mock-ups. 	
		(c) Selecting appropriate colour schemes for packaging design	<p>Brainstorm: Guide students to describe the concepts related to selecting appropriate colour schemes for packaging design; describe key terms for appropriate colour schemes,</p>	<ul style="list-style-type: none"> Use industrial standard graphic design software and tools for appropriate colour schemes for packaging. Apply procedures for selecting appropriate 	Select appropriate colour schemes for packaging design as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Select appropriate colour schemes for packaging design. <p>Principles: The</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Colour wheel Pantone colour guides Online colour palette generators High quality monitor Swatch books and 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>describe types of colour schemes, explain the importance of selecting appropriate colour schemes Practical Work: Guide the students to design a package using a specific colour scheme Activity: Organize students to develop a colour scheme for a new product and apply it to a packaging mock-up.</p>	<p>colour schemes.</p> <ul style="list-style-type: none"> • Observe safety precautions • Maintain a clean and organized workspace. 		<p>student should explain the principle of selecting appropriate colour schemes for packaging design. Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of selecting appropriate colour schemes • Importance of selecting appropriate colour schemes for packaging design. • Procedures for selecting appropriate colour scheme for packaging design. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 	samples	
		(d) Creating colour	Brainstorm: Guide students to	<ul style="list-style-type: none"> • Use industrial standard graphic 	Creating colour	Knowledge evidence: Detailed knowledge	The following tools and equipment are to	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		combinations to elicit desired emotional responses	<p>explain concepts related to creating colour combinations to elicit desired emotional responses; describe key terms used for creating colour combinations, and explain the importance of creating colour combinations to elicit desired emotional responses.</p> <p>Practical Work: Guide the students to create a colour combination for a product intended to evoke excitement and apply it to a packaging mock-up.</p> <p>Activity: Organize students to design a package that aims</p>	<p>design software and tools for creating colour combinations to elicit desired emotional responses.</p> <ul style="list-style-type: none"> • Apply procedures for creating colour combinations to elicit emotional responses. • Observe safety precautions • Maintain a clean and organized workspace. 	combinations to elicit emotional responses as per required standard.	<p>of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Create colour combinations to elicit desired emotional responses. <p>Principles: The student should explain the principle of creating colour combinations to elicit emotional responses.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of creating colour combinations to elicit emotional responses. • Importance of creating colour combinations to elicit emotional responses. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions 	<p>be available: -</p> <ul style="list-style-type: none"> • Colour wheel • Pantone colour guides • Online colour palette generators • High quality monitor • Swatch books and samples • Digital colour tools. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			at evoking a sense of luxury and sophistication using appropriate colour combinations.			while handling equipment and design projects <ul style="list-style-type: none"> • Waste disposal • First aid 		
		(e) Creating essential product information in packaging	Brainstorm: Guide students to explain the concept of creating essential product information in packaging design, key terms used in creating essential product, explain the importance of creating essential product information. Practical Work: Guide the students to design a product label for a new product that includes all essential information and branding elements. Activity: Organize students to create a package	<ul style="list-style-type: none"> • Use industrial standard graphic design software and tools for creating essential product information in packaging. • Apply procedures for creating essential product information in packaging. • Observe safety precautions • Maintain a clean and organized workspace. 	Create essential product information in packaging as per required standard.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Create essential product information in packaging. Principles: The student should explain the principle of creating essential product information in packaging. Theories: The student should explain: <ul style="list-style-type: none"> • The concept of creating essential product information in packaging. • Importance of creating essential product 	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Industrial standard graphic design software. • Sketchbooks • Pencils, Erasers and Sharpener. • Typographic tools • High quality Printers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			including name, ingredients, expiry date, usage instructions, and other required warnings.			information in packaging. Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal • First aid 		
		(f) Creating typography styles for clear and engaging communication	Brainstorm: Guide students to describe concept of creating typography styles for clear and engaging communication; describe key terms concerning creating typography styles, explain typography styles for clear and engaging communication; explain importance of creating	<ul style="list-style-type: none"> • Use industrial standard graphic design software and tools for creating typography styles. • Apply procedures for creating typography styles for clear and engaging communication. • Observe safety precautions • Maintain a clean and organized workspace. 	Create typography styles for clear and engaging communication as per required standard.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Create typography styles for clear and engaging communication Principles: The student should explain the principle of creating typography styles for clear and engaging communication. Theories: The student should explain: <ul style="list-style-type: none"> • The concept of 	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Industrial standard graphic design software • Font management software • Digital drawing tablet • Measuring tools. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>typography styles.</p> <p>Practical Work: Guide the students to create a mock-up of a product package that incorporates different typography styles to convey the brands message.</p> <p>Activity: Organize students to design a product label using bold fonts for the product name and simple sans serif fonts for details.</p>			<p>creating typography styles for clear and engaging communication.</p> <ul style="list-style-type: none"> Importance of creating typography styles for clear and engaging communication. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while handling equipment and design projects Waste disposal 		
		(g) Creating legal compliance in packaging design	<p>Brainstorm: Guide students to describe key terms used for creating legal compliance in packaging design, types of legal compliance in packaging design and explain the importance of creating legal</p>	<ul style="list-style-type: none"> Use industrial standard graphic design software and tools for creating legal compliance in packaging design. Apply procedures for creating legal compliance in 	Creating legal compliance in packaging design as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Creating legal compliance in packaging design. <p>Principles: The student should explain the principle of</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Regulatory compliance software Label design software. Barcode and QR generators. Testing and certification 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>compliance.</p> <p>Practical Work: Guide the students to create a product package that includes all necessary legal compliance elements.</p> <p>Activity: Organize students to create design a product label that includes environmental claims and recycling instructions.</p>	<p>packaging design.</p> <ul style="list-style-type: none"> Observe safety precautions Maintain a clean and organized workspace. 		<p>creating legal compliance in packaging design.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The concept of creating legal compliance in packaging design. Importance of creating legal compliance in packaging design. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while handling equipment and design projects Waste disposal 	<p>equipment</p> <ul style="list-style-type: none"> Trademark and search tools. Labelling and printing equipment. Legal consultation services. Documentation and record keeping tools. 	
	2.3 Preparing packaging presentation	(a) Fine-tuning packaging design	<p>Brainstorm: Guide students to explain the concept of fine-tuning packaging design; describe key terms for fine-tuning package design; describe</p>	<ul style="list-style-type: none"> Use industrial standard graphic design software and tools for fine-tuning packaging design. Test structural integrity with a 	Fine-tune packaging design as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Fine-tune packaging design <p>Principles: The</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Industrial standard graphic design software. Colour matching systems. Cutting and 	94

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			types of fine-tuning in package design; explain the importance of fine-tuning package design and apply procedures for fine-tuning packaging design. Practical Work: Guide the students to fine-tune a packaging design material and ensure a good visual appeal of the package. Activity: Organize students to test structural integrity with a prototype.	<ul style="list-style-type: none"> prototype. Apply procedures for fine-tuning packaging design. Observe safety precautions Maintain a clean and organized workspace. 		<p>student should explain the principle of fine-tuning packaging design</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The concept of fine-tuning packaging design. Importance of fine-tuning packaging design. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while handling equipment and design projects Waste disposal First aid 	<ul style="list-style-type: none"> folding tools. Feedback tools. 	
		(b) Testing packaging usability and functionality with potential users	Brainstorm: Guide students to explain the concept of testing packaging usability and functionality, describe ways to test packaging	<ul style="list-style-type: none"> Use industrial standard graphic design software and tools for testing packaging usability and functionality with potential 	Testing packaging usability and functionality with potential users. as per required	<p>Knowledge evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Testing packaging usability and functionality with 	The following tools and equipment are to be available: -	
						<ul style="list-style-type: none"> Prototyping tools Survey software Cameras and other recording devices. Focus group 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			usability and functionality, explain importance of testing packaging usability and functionality, describe key terms in testing packaging usability and functionality and apply procedures for testing packaging usability and functionality. Practical Work: Guide the students to gather feedbacks on testing of the package usability. Activity: Organize students Create a product package label and adjust visual elements to improve package's usability.	users. <ul style="list-style-type: none"> Apply procedures for testing packaging usability and functionality with potential users. Observe safety precautions Maintain a clean and organized workspace. 	standard.	potential users. Principles: The student should explain the principle of testing packaging usability and functionality with potential users. Theories: The student should explain: <ul style="list-style-type: none"> The concept of testing packaging usability and functionality with potential users. Ways to test packaging usability and functionality with potential users. Importance of testing packaging usability and functionality with potential users. Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Safety precautions while handling equipment and 	facilities. <ul style="list-style-type: none"> Measurement tools 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						design projects • Waste disposal		
		(c) Gathering feedback from potential users	<p>Brainstorm: Guide students to explain the concept of gathering feedback from potential users; define ways to gather feedback from potential users; explain the importance of gathering feedback from potential users; describe procedures for gathering feedback from potential users.</p> <p>Practical Work: Guide the students to conduct a survey to gather feedback from potential users.</p> <p>Activity: Organize students to conduct a focus group discussion</p>	<ul style="list-style-type: none"> • Use industrial standard graphic design software and tools for gathering feedback from potential users. • Apply procedures for gathering feedback from potential users. • Observe safety precautions • Maintain a clean and organized workspace. 	Gather feedback from potential users.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Gather feedback from potential users. <p>Principles: The student should explain the principle of gathering feedback from potential users.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of gathering feedback from potential users. • Importance of gathering feedback from potential users. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling 	The following tools and equipment are to be available: -	<ul style="list-style-type: none"> • Prototyping tools • Survey software • Cameras and other recording devices. • Focus group facilities. • Usability testing tools • Data analysis.

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						equipment and design projects • Waste disposal		
		(d) Displaying final packaging design	<p>Brainstorm: Guide students to explain the concept of displaying final packaging design, ways of displaying final packaging design, importance of displaying final packaging design, key terms used in displaying final packaging design, procedures to follow when displaying final packaging design.</p> <p>Practical Work: Guide the students to creating a slideshow digital presentation for packaging design.</p> <p>Activity: Organize students to create an exhibition showcasing their</p>	<ul style="list-style-type: none"> • Use industrial standard graphic design software and use tools for displaying final packaging design. • Implement ways of displaying final packaging design. • Apply procedures for displaying final packaging design. • Observe safety precautions • Maintain a clean and organized workspace. 	Display final packaging design as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Display final packaging design. <p>Principles: The student should explain the principle of displaying packaging design.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of displaying final packaging design. • Ways of displaying final packaging design. • Importance of displaying final packaging design. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions 	The following tools and equipment are to be available: -	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			packaging design be able to explain the design concept, its functionality and usability.			while handling equipment and design projects <ul style="list-style-type: none"> • Waste disposal • First aid 		

Form Three

Table 5: Detailed Contents for Form Three

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
1.0 Performing web design and mobile user interface (UI) and user experience (UX).	1.1 Performing basics of web design	(a) Creating layout for web design and UI/UX	<p>Brainstorm: Guide students to explain the concept creating layout for web design and UI/UX; describe key terms for creating layout for web design and UI/UX, describe types of creating layout for web design and UI/UX; explain the importance of creating layout for web design and UI/UX and apply procedures for creating layout for web design and UI/UX.</p> <p>Practical Work: Guide the students to design a website</p>	<ul style="list-style-type: none"> • Use industrial standard web design software • Implement ways of creating layout for web design and UI/UX. • Apply procedures for creating layout for web design and UI/UX 	Create layout for web design and UI/UX as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create layout for web design and UI/UX. Principles: The student should explain the principles of creating layout for web design and UI/UX. Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of creating layout for web design and UI/UX • Importance of creating layout for web design and UI/UX <p>Circumstantial</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard web design software • Collaboration and Communication Tools • Prototyping and Wire framing Tools • User Research and Testing Tools • Development Tools • Responsive Design Tools 	243

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>layout, focusing on UI/UX principles, to deliver an engaging, user-friendly experience.</p> <p>Activity: Organize students to develop a simple web design and UI/UX</p>			<p>knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal • First aid 	<ul style="list-style-type: none"> • UX/UI Testing and Analytics • Animation and motion design tools • Mobile-Specific Tools 	
		(b) Creating screen size optimization for web design and UI/UX	<p>Brainstorm: Guide students to explain the concept of creating screen size optimization for web design and UI/UX, describe key terms for creating screen size optimization for web design and UI/UX, describe types of creating screen size optimization for</p>	<ul style="list-style-type: none"> • Use industrial standard web design software. • Implement ways of creating screen size optimization for web design and UI/UX. • Apply procedures for creating screen size optimization 	Create screen size optimization for web design and UI/UX as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create screen size optimization for web design and UI/UX. Principles: The student should explain the principles of creating screen size optimization for web design and UI/UX.</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard web design software • Collaboration and 	

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			<p>web design and UI/UX, explain the importance of creating screen size optimization for web design and UI/UX and apply procedures for creating screen size optimization for web design and UI/UX.</p> <p>Practical Work: Guide the students to design a simple webpage optimized for mobile devices (maximum width 480px) and test the design on mobile, tablet, and desktop to ensure consistency.</p> <p>Activity: Organize</p>	<p>for web design and UI/UX.</p> <ul style="list-style-type: none"> • Observe safety precautions • Maintain a clean and organized workspace. 		<p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of creating screen size optimization for web design and UI/UX. • Importance of creating screen size optimization for web design and UI/UX. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal. • First aid 	<p>Communication Tools</p> <ul style="list-style-type: none"> • Prototyping and Wire framing Tools • User Research and Testing Tools • Development Tools • Responsive Design Tools • UX/UI Testing and Analytics • Animation and motion design tools • Mobile-Specific Tools 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			students to develop a responsive web design principles to optimize websites for different screen sizes.					
		(c) Creating images and graphics for web design and UI/UX	<p>Brainstorm: Guide students to explain the concept of creating images and graphics for web design and UI/UX, describe key terms for creating images and graphics for web design and UI/UX, describe types of creating images and graphics for web design and UI/UX, explain the importance of creating images and graphics for web design and UI/UX and apply</p>	<ul style="list-style-type: none"> • Use industrial web graphic design software and use tools for creating images and graphics for web design and UI/UX. • Implement ways of creating images and graphics for web design and UI/UX • Apply procedures for creating images and graphics for web design 	Create images and graphics for web design and UI/UX as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create images and graphics for web design and UI/UX. Principles: The student should explain the principles of creating images and graphics for web design and UI/UX. Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of creating images and graphics for 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard web design software • Collaboration and Communication Tools • Prototyping and Wire framing Tools • User Research and 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>procedures for creating images and graphics for web design and UI/UX.</p> <p>Practical Work: Guide the students to design a set of web pages or an app screen by focusing on appropriate typography (font pairing, readability) and colour schemes (contrast, accessibility).</p> <p>Activity: Organize students to research and create a mood board for a web or app design project. Include colour schemes, typography,</p>	<p>and UI/UX.</p> <ul style="list-style-type: none"> • Observe safety precautions • Maintain a clean and organized workspace. 		<p>web design and UI/UX.</p> <ul style="list-style-type: none"> • Key terms used in creating images and graphics for web design and UI/UX. • Importance of Create images and graphics for web design and UI/UX. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal • First aid 	<p>Testing Tools</p> <ul style="list-style-type: none"> • Development Tools • Responsive Design Tools • UX/UI Testing and Analytics • Animation and motion design tools • Mobile-Specific Tools 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			images and examples of UI elements.					
		(d) Colour scheme for web design and UI/UX	<p>Brainstorm: Guide students to explain the concept of creating colour scheme for web design and UI/UX, describe key terms for creating colour scheme for web design and UI/UX, describe types of creating colour scheme for web design and UI/UX, explain the importance of creating colour scheme for web design and UI/UX and apply procedures for creating colour scheme for web design and UI/UX.</p>	<ul style="list-style-type: none"> • Use industrial standard web design software. • Implement ways of creating colour scheme for web design and UI/UX. • Apply procedures for creating colour scheme for web design and UI/UX. • Observe safety precautions • Maintain a clean and organized workspace. 	Colour scheme for web design and UI/UX as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create colour scheme for web design and UI/UX. Principles: The student should explain the principles of creating colour scheme for web design and UI/UX. Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of creating colour scheme for web design and UI/UX. • Key-terms in creating colour scheme for web design and 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard web design software • Collaboration and Communication Tools • Prototyping and Wire framing Tools • User Research and Testing Tools • Development Tools • Responsive 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Practical Work: Guide the students to use a colour Scheme generator to create UI wireframes or prototypes.</p> <p>Activity: Organize students to implement colour scheme in a wireframe or prototype using tools like Figma, Sketch, or Adobe XD.</p>			<p>UI/UX.</p> <ul style="list-style-type: none"> • Importance of creating colour scheme for web design and UI/UX. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal • First aid 	<p>Design Tools</p> <ul style="list-style-type: none"> • UX/UI Testing and Analytics • Animation and motion design tools • Mobile-Specific Tools 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(e) Typography choices and sizes for web design and UI/UX	<p>Brainstorm: Guide students to explain the concept of creating typography choices and sizes for web design and UI/UX, describe key terms for creating typography choices and sizes for web design and UI/UX, describe types of creating typography choices and sizes for web design and UI/UX, explain the importance of creating typography choices and sizes for web design and UI/UX and apply procedures for creating typography choices and sizes</p>	<ul style="list-style-type: none"> • Use industrial standard web design software. • Implement ways of creating typography choices and sizes for web design and UI/UX. • Apply procedures for creating typography choices and sizes for web design and UI/UX. • Observe safety precautions • Maintain a clean and organized workspace. 	<p>Typography choices and sizes for web design and UI/UX as per required standard.</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create typography choices and sizes for web design and UI/UX. Principles: The student should explain the principles of creating typography choices and sizes for web design and UI/UX.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of creating typography choices and sizes for web design and UI/UX. • Key terms for creating typography choices and sizes 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard web design software • Collaboration and Communication Tools • Prototyping and Wire framing Tools • User Research and Testing Tools • Development Tools • Responsive Design Tools • UX/UI Testing and Analytics • Animation and 	

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			<p>for web design and UI/UX.</p> <p>Practical Work: Guide the students to create a comprehensive style guide for typography in web design and UI/UX.</p> <p>Activity: Organize and develop a modular scale for consistent typography.</p>			<p>for web design and UI/UX.</p> <ul style="list-style-type: none"> Importance of creating typography choices and sizes for web design and UI/UX. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while handling equipment and design projects Waste disposal First aid 	<p>motion design tools</p> <ul style="list-style-type: none"> Mobile-Specific Tools 	

		(f) Developing basic wireframes	<p>Brainstorm: Guide students to explain the concept of developing basic wireframes, describe key terms for developing basic wireframes, describe types of developing basic wireframes, explain the importance of developing basic wireframes and apply procedures for developing basic wireframes.</p> <p>Practical Work: Guide the students to sketch simple screens of a website or app for example, design a homepage, a product page, or a login screen then focus on layout elements like headers, footers, navigation,</p>	<ul style="list-style-type: none"> • Use industrial standard web design software. • Implement ways of developing basic wireframes. • Apply procedures for Implement ways of developing basic wireframes. • Observe safety precautions • Maintain a clean and organized workspace. 	Develop basic wireframes as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to developing basic wireframes. Principles: The student should explain the principles of developing basic wireframes. Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of developing basic wireframes. • Importance of developing basic wireframes. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard web design software • Collaboration and Communication Tools • Prototyping and Wire framing Tools • User Research and Testing Tools • Development Tools • Responsive Design Tools • UX/UI Testing and Analytics • Animation and motion design tools 	
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			<p>buttons, and content sections and use basic shapes (rectangles for images, lines for text, circles for buttons) to represent different elements.</p> <p>Activity: Organize students to design wireframes for a mobile version of a website or app, keeping in mind the limited screen space and touch interface.</p>					
		(g) Creating interactive prototypes for web and mobile interfaces	<p>Brainstorm: Guide students to explain the concept of creating interactive prototypes for web and mobile interfaces, describe key terms for creating interactive prototypes for web and mobile</p>	<ul style="list-style-type: none"> • Use industrial standard web design software. • Implement ways of creating interactive prototypes for web and mobile interfaces. • Apply procedures 	Create interactive prototypes for web and mobile interfaces as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create interactive prototypes for web and mobile interfaces.</p> <p>Principles: The student should explain the principles</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard 	

			<p>interfaces, describe types of creating interactive prototypes for web and mobile interfaces, explain the importance of creating interactive prototypes for web and mobile interfaces and apply procedures for creating interactive prototypes for web and mobile interfaces.</p> <p>Practical Work: Guide the students to convert the wireframes into a clickable, interactive prototype where users can navigate between different screens and click on buttons to simulate interactions.</p> <p>Activity: Organize</p>	<p>for creating interactive prototypes for web and mobile interfaces.</p> <ul style="list-style-type: none"> • Observe safety precautions • Maintain a clean and organized workspace. 		<p>of creating interactive prototypes for web and mobile interfaces.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of creating interactive prototypes for web and mobile interfaces. • Importance of creating interactive prototypes for web and mobile interfaces. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal • First aid 	<p>web design software</p> <ul style="list-style-type: none"> • Collaboration and Communication Tools • Prototyping and Wire framing Tools • User Research and Testing Tools • Development Tools • Responsive Design Tools • UX/UI Testing and Analytics • Animation and motion design tools • Mobile-Specific Tools 	
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			students to develop low-fidelity wireframes to outline the layout and structure of the interface.					
	1.2 Performing engaging web and mobile user experiences	(a) Creating intuitive navigation systems for seamless user experiences	<p>Brainstorm: Guide students to explain the concept of creating intuitive navigation systems for seamless user experiences, describe key terms for creating intuitive navigation systems for seamless user experiences, explain the importance of creating intuitive navigation systems for seamless user experiences and apply procedures for creating intuitive navigation systems for seamless user experiences.</p>	<ul style="list-style-type: none"> • Use industrial standard web design. • Perform ways creating intuitive navigation systems for seamless user experiences. • Carryout procedures for creating intuitive navigation systems for seamless user experiences. • Observe safety precautions • Maintain a clean and organized workspace. 	Create intuitive navigation systems for seamless user experiences as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to creating intuitive navigation systems for seamless user experiences. Principles: The student should explain the principles of creating intuitive navigation systems for seamless user experiences.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of creating intuitive navigation systems for seamless user experiences. • Importance of creating intuitive navigation 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard web design software • Collaboration and Communication Tools • Prototyping and Wire framing Tools • User Research and Testing Tools • Development Tools • Responsive Design Tools • UX/UI Testing and Analytics 	193

			<p>Practical Work: Guide the students to design a system with consistent colours, fonts, icons, and navigation elements. Activity: Organize students to create prototypes for different screen sizes to ensure fluidity and adaptability.</p>			<p>systems for seamless user experiences. Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal • First aid 	<ul style="list-style-type: none"> • Animation and motion design tools • Mobile-Specific Tools 	
		(b) Performing navigation patterns for web and mobile interfaces	<p>Brainstorm: Guide students to explain the concept of performing navigation patterns for web and mobile interfaces, explain the importance of performing navigation patterns for web and mobile interfaces and apply procedures for perform navigation patterns for web and mobile</p>	<ul style="list-style-type: none"> • Use industrial standard web design software. • Perform ways for navigation patterns for web and mobile interfaces. • Implement procedures for navigation patterns for web and mobile interfaces • Observe safety 	<p>Perform navigation patterns for web and mobile interfaces as per required standard.</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform navigation patterns for web and mobile interfaces. Principles: The student should explain the principles of performing navigation patterns for web and mobile interfaces. Theories: The student should explain:</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard web design software • Collaboration and Communication Tools • Prototyping and 	

			<p>interfaces.</p> <p>Practical Work: Guide the students to sketch wireframes for both web and mobile layouts, focus on placement of key navigation elements like the main menu, search bar, and links to critical content and ensure there are clear distinctions between primary and secondary navigation items.</p> <p>Activity: Organize students to build interactive prototypes that demonstrate navigation patterns.</p>	<p>precautions</p> <ul style="list-style-type: none"> • Maintain a clean and organized workspace. 		<ul style="list-style-type: none"> • The concept of performing navigation patterns for web and mobile interfaces. • Importance of performing navigation patterns for web and mobile interfaces. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 	<p>Wire framing Tools</p> <ul style="list-style-type: none"> • User Research and Testing Tools • Development Tools • Responsive Design Tools • UX/UI Testing and Analytics • Animation and motion design tools • Mobile-Specific Tools 	
		(c) Integrating visual design elements seamlessly into interfaces.	<p>Brainstorm: Guide students to explain the concept of integrating visual design elements</p>	<ul style="list-style-type: none"> • Use industrial standard web design software. • Implement ways for 	Integrate visual design elements seamlessly into interfaces as per required	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) 	

			<p>seamlessly into interfaces, explain the importance of integrating visual design elements seamlessly into interfaces and apply procedures for integrating visual design elements seamlessly into interfaces.</p> <p>Practical Work: Guide the students to use a design tool to create an interactive prototype of your interface and focus on incorporating visual elements (like hover states, animations, and transitions) and test their impact on user experience.</p> <p>Activity: Organize students to review the existing interface design and check for consistency in visual elements</p>	<p>integrating visual design elements seamlessly into interfaces</p> <ul style="list-style-type: none"> • Use procedures for integrating visual design elements seamlessly into interfaces. • Observe safety precautions • Maintain a clean and organized workspace. 	standard.	<p>explain how to integrate visual design elements seamlessly into interfaces.</p> <p>Principles: The student should explain the principles of integrating visual design elements seamlessly into interfaces.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of integrating visual design elements seamlessly into interfaces. • Importance of integrating visual design elements seamlessly into interfaces. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 	<ul style="list-style-type: none"> • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard web design software • Collaboration and Communication Tools • Prototyping and Wire framing Tools • User Research and Testing Tools • Development Tools • Responsive Design Tools • UX/UI Testing and Analytics • Animation and motion design tools • Mobile-Specific Tools 	
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			such as typography, colour schemes, iconography, spacing, and button styles.					
		(d) Creating colour palettes, images and typography for visual appeal	<p>Brainstorm: Guide students to explain the concept of creating colour palettes, images and typography for visual appeal, explain the importance of creating colour palettes, images and typography for visual appeal and apply procedures for creating colour palettes, images and typography for visual appeal.</p> <p>Practical Work: Guide the students to create two palettes, one with analogous colours (colours next to each other on the colour wheel) and one</p>	<ul style="list-style-type: none"> • Use industrial standard web design software. • Use ways for creating colour palettes, images and typography for visual appeal. • Apply procedures for creating colour palettes, images and typography for visual appeal. • Observe safety precautions • Maintain a clean and organized workspace. 	Create colour palettes, images and typography for visual appeal as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to creating colour palettes, images and typography for visual appeal.</p> <p>Principles: The student should explain the principles of creating colour palettes, images and typography for visual appeal</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of creating colour palettes, images and typography for visual appeal. • Importance of creating colour palettes, images 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard web design software • Collaboration and Communication Tools • Prototyping and Wire framing Tools • User Research and Testing Tools • Development Tools • Responsive Design Tools 	

			<p>with complementary colours (colours opposite each other on the wheel) and apply these palettes to a website design to see which feels more balanced and harmonious.</p> <p>Activity: Organize students to select a colour palette, images, and fonts for a website they want to design. Then create a wireframe or layout of your homepage in a tool. Apply your colour palette to different sections and add typography for titles, subtitles, and body content. Ensure the text is readable and follows a clear hierarchy.</p>			<p>and typography for visual appeal.</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal • First aid 	<ul style="list-style-type: none"> • UX/UI Testing and Analytics • Animation and motion design tools • Mobile-Specific Tools 	
		(e) Creating responsive design across-device	<p>Brainstorm: Guide students to explain the</p>	<ul style="list-style-type: none"> • Use industrial standard web design 	Create responsive design across-	<p>Knowledge evidence: Detailed knowledge</p>	The following tools and equipment are to be available: -	

		compatibility.	<p>concept of creating responsive design across-device, explain the importance of creating responsive design across-device and apply procedures for creating responsive design across-device.</p> <p>Practical Work: Guide the students to design for the smallest screen size (like mobile) and then progressively enhance the design for larger screen sizes so as to prioritize performance and usability on mobile devices.</p> <p>Activity: Organize students to Develop a design system that provides reusable components, such as buttons, form fields, and navigation that</p>	<p>software and tools for creating responsive design across-device.</p> <ul style="list-style-type: none"> • Implement ways of creating responsive design across-device compatibility. • Identify and apply procedures for creating responsive design across-device compatibility. • Observe safety precautions • Maintain a clean and organized workspace. 	device compatibility as per required standard.	<p>of: Method used: The student should explain how to creating responsive design across-device compatibility. Principles: The student should explain the principles of creating responsive design across-device compatibility. Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of creating responsive design across-device compatibility. • Importance of creating responsive design across-device compatibility. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 	<ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard web design software • Collaboration and Communication Tools • Prototyping and Wire framing Tools • User Research and Testing Tools • Development Tools • Responsive Design Tools • UX/UI Testing and Analytics • Animation and motion design tools • Mobile-Specific Tools 	
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			work well on all devices.			<ul style="list-style-type: none"> • First aid 		
	1.3 Performing web and mobile design presentations	(a) Fine-tuning web and mobile interface design	<p>Brainstorm: Guide students to explain the concept of fine-tuning web and mobile interface design, explain the importance of fine-tuning web and mobile interface design and apply procedures for fine-tuning web and mobile interface design.</p> <p>Practical Work: Guide the students to refine the interactive elements such as buttons, forms, and hover states, to create a smooth and engaging user experience.</p> <p>Activity: Organize students to Conduct usability testing, gather feedback from real users, and</p>	<ul style="list-style-type: none"> • Use industrial standard web design software and tools for fine-tuning web and mobile interface design. • Identify and apply ways of fine-tuning web and mobile interface design. • Use procedures for fine-tuning web and mobile interface design. • Observe safety precautions • Maintain a clean and organized workspace. 	Fine-tune web and mobile interface design as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to fine-tune web and mobile interface design Principles: The student should explain the principles of fine-tuning web and mobile interface design Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of fine-tuning web and mobile interface design. • Key-terms for fine-tuning web and mobile interface design. • Importance of fine-tuning web and mobile interface design. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety 	The following tools and equipment are to be available: -	193

			perform user research to identify pain points and areas for improvement in the interface design.			precautions while handling equipment and design projects <ul style="list-style-type: none"> • Waste disposal • First aid 	
		(b) Ensuring consistency and coherence in UI/UX elements	<p>Brainstorm: Guide students to explain the concept of consistency and coherence in UI/UX elements, explain the importance of consistency and coherence in UI/UX elements and apply procedures for consistency and coherence in UI/UX elements.</p> <p>Practical Work: Guide the students to design reusable components (like buttons, inputs, cards, navigation bars) and maintain their consistency and coherence across the application.</p>	<ul style="list-style-type: none"> • Use industrial standard web design software and use tools for consistency and coherence in UI/UX elements. • Identify and apply procedures for consistency and coherence in UI/UX elements • Observe safety precautions • Maintain a clean and organized workspace. 	Ensure consistency and coherence in UI/UX elements as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to ensure consistency and coherence in UI/UX elements.</p> <p>Principles: The student should explain the principles of consistency and coherence in UI/UX elements.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of consistency and coherence in UI/UX elements. • Importance of consistency and coherence in UI/UX elements. 	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard web design software • Collaboration and Communication Tools • Prototyping and Wire framing Tools • User Research and Testing Tools • Development Tools • Responsive Design Tools • UX/UI Testing and Analytics

			<p>Activity: Organize students to maintain consistent language across all UI elements to reduce user confusion.</p>			<p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 	<ul style="list-style-type: none"> • Animation and motion design tools 	
		(c) Creating visual hierarchy	<p>Brainstorm: Guide students to explain the concept of creating visual hierarchy in web design, explain the importance of creating visual hierarchy in web design and apply procedures for creating visual hierarchy in web design.</p> <p>Practical Work: Guide the students to create a layout and experiment padding and margin spaces between different sections (headings, images, text blocks, and</p>	<ul style="list-style-type: none"> • Use industrial standard web design software and use tools for creating visual hierarchy. • Apply procedures for creating visual hierarchy. • Observe safety precautions • Maintain a clean and organized workspace. 	Create visual hierarchy as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create visual hierarchy in web design.</p> <p>Principles: The student should explain the principles of creating visual hierarchy in web design.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of creating visual hierarchy. • Importance of creating visual hierarchy. <p>Circumstantial</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard web design software • Collaboration and Communication Tools • Prototyping and Wire framing Tools • User Research and Testing Tools • Development Tools • Responsive 	

			<p>buttons) and test how varying amounts of space can affect the importance or priority of content.</p> <p>Activity: Organize students to design a layout and then test it on different screen sizes, ensuring that the hierarchy adjusts appropriately. Prioritize which elements should appear first on smaller screens.</p>			<p>knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 	<p>Design Tools</p> <ul style="list-style-type: none"> • UX/UI Testing and Analytics • Animation and motion design tools 	
		(d) Performing best practices for web and mobile UI/UX design	<p>Brainstorm: Guide students to explain the concept of performing best practices for web and mobile UI/UX design, explain the importance of performing best practices for web and mobile UI/UX design</p>	<ul style="list-style-type: none"> • Use industrial standard web design software and use tools for performing best practices for web and mobile UI/UX design. • Apply procedures for 	Perform best practices for web and mobile UI/UX design as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform best practices for web and mobile UI/UX design</p> <p>Principles: The student should explain the principles</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. 	

			<p>and apply procedures for performing best practices for web and mobile UI/UX design.</p> <p>Practical Work: Guide the students to create wireframes for different types of web and mobile interfaces, starting with low-fidelity wireframes (basic sketches) and progressively refining them into high-fidelity prototypes.</p> <p>Activity: Organize students to create multiple versions of key pages or elements (such as CTAs, form layouts, or navigation) and run A/B tests to see which performs better.</p>	<p>performing best practices for web and mobile UI/UX design.</p> <ul style="list-style-type: none"> • Observe safety precautions • Maintain a clean and organized workspace. 		<p>of performing best practices for web and mobile UI/UX design</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of performing best practices for web and mobile UI/UX design. • Key-terms used in performing best practices for web and mobile UI/UX design. • Importance of performing best practices for web and mobile UI/UX design. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 	<ul style="list-style-type: none"> • Industrial standard web design software • Collaboration and Communication Tools • Prototyping and Wire framing Tools • User Research and Testing Tools • Development Tools • Responsive Design Tools • UX/UI Testing and Analytics • Animation and motion design tools • Mobile-Specific Tools 	
	(e) Presenting final web and mobile design projects	<p>Brainstorm: Guide students to explain the concept of presenting final</p>	<ul style="list-style-type: none"> • Use industrial standard graphic design software and 	Present final web and mobile design projects as per required	<p>Knowledge evidence: Detailed knowledge of: Method used: The</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper 		

			<p>web and mobile design projects, explain the importance of presenting final web and mobile design projects and apply procedures for of presenting final web and mobile design projects.</p> <p>Practical Work: Guide the students to interact with a live prototype to showcase its functionality and use web and mobile design tools for this activity.</p> <p>Activity: Organize students to demonstrate the user journey from start to finish to show how the app/website facilitates user needs.</p>	<p>use tools for presenting final web and mobile design projects.</p> <ul style="list-style-type: none"> • Implement ways of presenting final web and mobile design projects. • Apply procedures for presenting final web and mobile design projects. • Observe safety precautions • Maintain a clean and organized workspace. 	standard.	<p>student should explain how to present final web and mobile design projects.</p> <p>Principles: The student should explain the principles of presenting final web and mobile design projects.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of presenting final web and mobile design projects. • Key-terms for presenting final web and mobile design projects. • Importance of presenting final web and mobile design projects. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects 	<ul style="list-style-type: none"> • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard web design software • Collaboration and Communication Tools • Prototyping and Wire framing Tools • User Research and Testing Tools • Development Tools • Responsive Design Tools • UX/UI Testing and Analytics • Animation and motion design tools. 	
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						<ul style="list-style-type: none"> Waste disposal 		
2.0 Performing motion graphics	2.1 Performing principles of motion graphics	(a) Making timing, spacing and rhythm in motion graphics	<p>Brainstorm: Guide students to explain the concept of making timing, spacing and rhythm in motion graphics, explain the importance of making timing, spacing and rhythm in motion graphics and apply procedures for making timing, spacing and rhythm in motion graphics.</p> <p>Practical Work: Guide the students to</p> <p>Activity: Organize students to</p>	<ul style="list-style-type: none"> Use industrial standard motion graphics software and use tools for making timing, spacing and rhythm. Perform timing in motion graphics. Perform spacing. Create rhythm in motion graphics. Apply procedures for making timing, spacing and rhythm in motion graphics. Observe safety precautions Maintain a clean and organized 	Make timing, spacing and rhythm in motion graphics as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to make timing, spacing and rhythm in motion graphics.</p> <p>Principles: The student should explain the principles of making timing, spacing and rhythm in motion graphics.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The concept of timing, spacing and rhythm in motion graphics Importance of making timing, spacing and rhythm in motion graphics <p>Circumstantial knowledge: Detailed knowledge</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Sketchbooks/paper Pencils (HB, 2B, 4B) Pencil Sharpener Erasers High-quality computers with excellent graphics capabilities. Industrial standard motion graphics software. Graphic tablet. Multi-Monitor Setup. External Storage. Motion Capture Equipment. Virtual Reality (VR) Headsets. Audio Equipment. Lighting Equipment (For Motion Capture and Physical Setups). Green Screen Setup. Font Software. 	96

				workspace.		about: <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 		
		(b) Creating ease in and ease out in motion graphics	<p>Brainstorm: Guide students to explain the concept of creating ease in and ease out in motion graphics, describe key-terms used in creating ease in and ease out in motion graphics, explain the importance of creating ease in and ease out in motion graphics and apply procedures for creating ease in and ease out in motion graphics.</p> <p>Practical Work: Guide the students to Create a simple animation of a ball moving from left to right with ease in and ease</p>	<ul style="list-style-type: none"> • Use industrial standard motion graphics software. • Apply steps for creating ease in and ease out in motion graphics. • Observe safety precautions • Maintain a clean and organized workspace. 	Create ease in and ease out in motion graphics as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create ease in and ease out in motion graphics.</p> <p>Principles: The student should explain the principle of ease in and ease out in motion graphics.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of creating ease in and ease out in motion graphics • Key-terms used in creating ease in and ease out in motion graphics. • Importance of creating ease in and ease out in 	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard motion graphics software. • Graphic tablet. • Multi-Monitor Setup. • External Storage. • Motion Capture Equipment. • Virtual Reality (VR) Headsets. • Audio Equipment. • Lighting Equipment (For Motion Capture and Physical Setups. • Font Software. 	

			<p>out.</p> <p>Activity: Organize students to develop the basics of easing by starting with simple objects and movements</p>			<p>motion graphics.</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal. • First aid 	
		(c) Making anticipation.	<p>Brainstorm: Guide students to explain the concept of making anticipation in motion graphics, describe key-terms used in making anticipation in motion graphics, explain the importance of</p>	<ul style="list-style-type: none"> • Use industrial standard motion graphics software. • Making anticipation in motion graphics. • Apply procedures for making anticipation 	<p>Make anticipation as per required standard.</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to make anticipation in motion graphics. Principles: The student should explain the principles of making</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard

			<p>making anticipation in motion graphics and apply procedures for making anticipation in motion graphics.</p> <p>Practical Work: Guide the students to create a simple animation of a bouncing ball that demonstrates the principle of anticipation.</p> <p>Activity: Organize students to create a simple animation of a text and apply anticipation.</p>	<p>in motion graphics.</p> <ul style="list-style-type: none"> • Observe safety precautions • Maintain a clean and organized workspace. 		<p>anticipation in motion graphics.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of making anticipation in motion graphics. • Importance of making anticipation in motion graphics. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 	<p>motion graphics software.</p> <ul style="list-style-type: none"> • Graphic tablet. • Multi-Monitor Setup. • External Storage. • Motion Capture Equipment. • Virtual Reality (VR) Headsets. • Audio Equipment. • Lighting Equipment (For Motion Capture and Physical Setups). • Green Screen Setup. • Font Software. 	
		(d) Creating squashing and stretching in motion graphics.	<p>Brainstorm: Guide students to explain the concept of creating squashing and stretching in motion graphics, describe key-terms used in creating squashing and</p>	<ul style="list-style-type: none"> • Use industrial standard motion graphics software. • Use procedures for creating squashing and stretching in motion graphics. 	Create squashing and stretching in motion graphics as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to creating squashing and stretching in motion graphics.</p> <p>Principles: The</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics 	

			<p>stretching in motion graphics, explain the importance of creating squashing and stretching in motion graphics and apply procedures for creating squashing and stretching in motion graphics.</p> <p>Practical Work: Guide the students to animate a bouncing ball with squashing and stretching effects in a motion graphics software.</p> <p>Activity: Organize students to animate text with squashing and stretching in motion graphics software to give it a more dynamic feel when it bounces or moves.</p>	<ul style="list-style-type: none"> • Observe safety precautions • Maintain a clean and organized workspace. 		<p>student should explain the principle of creating squashing and stretching in motion graphics.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of creating squashing and stretching in motion graphics. • Key-terms used in creating squashing and stretching in motion graphics. • Importance of creating squashing and stretching in motion graphics. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 	<p>capabilities.</p> <ul style="list-style-type: none"> • Industrial standard motion graphics software. • Graphic tablet. • Multi-Monitor Setup. • External Storage. • Motion Capture Equipment. • Virtual Reality (VR) Headsets. • Audio Equipment. • Lighting Equipment (For Motion Capture and Physical Setups). • Green Screen Setup. • Font Software. 	
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		(e) Illustrating follow-through and overlapping actions	<p>Brainstorm: Guide students to explain the concept of illustrating follow-through and overlapping actions, describe key-terms used in of illustrating follow-through and overlapping actions, explain the importance of illustrating follow-through and overlapping actions and apply procedures for illustrating follow-through and overlapping actions in motion graphics.</p> <p>Practical Work: Guide the students to animate text that "falls" onto the screen, ensuring the letters' movements have follow-through and overlapping actions (such as individual letters landing and bouncing slightly</p>	<ul style="list-style-type: none"> • Use industrial standard motion graphics software. • Use procedures for illustrating follow-through and overlapping actions. • Observe safety precautions • Maintain a clean and organized workspace. 	Illustrate follow-through and overlapping actions as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to illustrate follow-through and overlapping actions.</p> <p>Principles: The student should explain the principles of illustrating follow-through and overlapping actions.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of illustrating follow-through and overlapping actions. • Key-terms used in illustrating follow-through and overlapping actions. • Importance of illustrating follow-through and overlapping actions. <p>Circumstantial</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard motion graphics software. • Graphic tablet. • Multi-Monitor Setup. • External Storage. • Motion Capture Equipment. • Virtual Reality (VR) Headsets. • Audio Equipment. • Lighting Equipment (For Motion Capture and Physical Setups). • Green Screen Setup. • Font Software. 	
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			<p>after the main movement).</p> <p>Activity: Organize students to in groups to animate a text that stretches and compresses as it moves, with the individual letters stretching and bouncing back with overlapping actions, while the entire word maintains a smooth overall motion.</p>			<p>knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 		
		(f) Creating arcs.	<p>Brainstorm: Guide students to explain the concept of creating arcs in motion graphics, describe key-terms used in of creating arcs in motion graphics, explain the importance of creating arcs in motion graphics and apply procedures for creating arcs in</p>	<ul style="list-style-type: none"> • Use industrial standard motion graphics software. • Use principle of arcs • Apply procedures for creating arcs in motion graphics. • Observe safety 	Create arcs as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create arcs in motion graphics. Principles: The student should explain the principles of arcs in motion graphics. Theories: The</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard motion graphics software. • Graphic tablet. 	

			<p>motion graphics in motion graphics.</p> <p>Practical Work: Guide the students to create and balance the curve of the arc with the object's size, speed, and the overall scene context to enhance storytelling or visual emphasis.</p> <p>Activity: Organize students to create an object and make sure it accelerates and decelerates smoothly along the arc to avoid unnatural movements.</p>	<p>precautions</p> <ul style="list-style-type: none"> • Maintain a clean and organized workspace. 		<p>student should explain:</p> <ul style="list-style-type: none"> • The concept of creating arcs in motion graphics. • Importance of creating arcs in motion graphics. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 	<ul style="list-style-type: none"> • Multi-Monitor Setup. • External Storage. • Motion Capture Equipment. • Virtual Reality (VR) Headsets. • Audio Equipment. • Lighting Equipment (For Motion Capture and Physical Setups). • Green Screen Setup. • Font Software. 	
	(g) Making staging in motion graphics	<p>Brainstorm: Guide students to explain the concept of making staging in motion graphics, describe key-terms used in of</p>	<ul style="list-style-type: none"> • Use industrial standard motion graphics software and use key techniques in motion graphics. 	<p>Make staging in motion graphics as per required standard.</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to make staging in motion graphics.</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers 		

		<p>making staging in motion graphics, explain the importance of making staging in motion graphics and apply procedures making staging in motion graphics.</p> <p>Practical Work: Guide the students to Create a short motion graphics animation (5–10 seconds) that demonstrates effective use of staging to convey a clear narrative or idea</p> <p>Activity: Organize students to design a short animation that uses staging to convey a specific emotional tone.</p>	<ul style="list-style-type: none"> • Use the principle of making staging in motion graphics. • Apply procedures for making staging in motion graphics. • Observe safety precautions • Maintain a clean and organized workspace. 		<p>Principles: The student should explain the principle of making staging in motion graphics</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of making staging in motion graphics • Importance of making staging in motion graphics <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 	<ul style="list-style-type: none"> • High-quality computers with excellent graphics capabilities. • Industrial standard motion graphics software. • Graphic tablet. • Multi-Monitor Setup. • External Storage. • Motion Capture Equipment. • Virtual Reality (VR) Headsets. • Audio Equipment. • Lighting Equipment (For Motion Capture and Physical Setups. • Green Screen Setup. • Font Software. 	
	(h) Making exaggeration in motion graphics	Brainstorm: Guide students to explain the concept of making	<ul style="list-style-type: none"> • Use industrial standard motion graphics software and 	Make exaggeration in motion graphics as per required	<p>Knowledge evidence: Detailed knowledge of: Method used: The</p>	The following tools and equipment are to be available: -	<ul style="list-style-type: none"> • Sketchbooks/paper

			<p>exaggeration in motion graphics, describe key-terms used in of making exaggeration in motion graphics, explain the importance of making exaggeration in motion graphics and apply procedures for making exaggeration in motion graphics.</p> <p>Practical Work: Guide the students to apply the principle of exaggeration to enhance a visual effect, such as a logo reveal, to make it more memorable and attention-grabbing.</p> <p>Activity: Organize students to use exaggeration to emphasize a character's emotional state in an action or</p>	<p>use key techniques in motion graphics.</p> <ul style="list-style-type: none"> • Apply procedures for making exaggeration in motion graphics. • Observe safety precautions • Maintain a clean and organized workspace. 	standard.	<p>student should explain how to make exaggeration in motion graphics.</p> <p>Principles: The student should explain the principle of making exaggeration in motion graphics.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of making exaggeration in motion graphics. • Key-terms used in making exaggeration in motion graphics. • Importance of making exaggeration in motion graphics. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 	<ul style="list-style-type: none"> • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard motion graphics software. • Graphic tablet. • Multi-Monitor Setup. • External Storage. • Motion Capture Equipment. • Virtual Reality (VR) Headsets. • Audio Equipment. • Lighting Equipment (For Motion Capture and Physical Setups. • Green Screen Setup. • Font Software. 	
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			comedy sequence, enhancing the visual storytelling.			<ul style="list-style-type: none"> • First aid 		
	2.2 Performing basic motion graphics	(a) Installing industry-standard motion graphics software	<p>Brainstorm: Guide students to installing industry-standard motion graphics software.</p> <p>Practical Work: Guide the students to select an industry-standard motion graphics tool ensure the computer meets the hardware and software requirements before installation.</p> <p>Activity: Organize students to install third-party plugins (such as Red Giant’s Universe or Video Copilot’s plugins) for enhanced functionality in</p>	<ul style="list-style-type: none"> • Use industrial standard motion graphics software. • Apply steps for installing industry standard motion graphics software. • Observe safety precautions • Maintain a clean and organized workspace. 	Install industry-standard motion graphics software as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to install industry standard motion graphics software.</p> <p>Principles: The student should explain the principles of installing industry standard motion graphics software.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of installing industry standard motion graphics software. • The importance of installing industry standard motion graphics software. <p>Circumstantial knowledge:</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard motion graphics software. • Graphic tablet. • Multi-Monitor Setup. • External Storage. • Motion Capture Equipment. • Virtual Reality (VR) Headsets. • Audio Equipment. • Lighting Equipment (For Motion Capture and Physical Setups. • Green Screen Setup. • Font Software. 	85

			<p>motion graphics. Follow plugin installation steps based on the vendor's instructions.</p>			<p>Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 		
		(b) Creating basic motion graphics.	<p>Brainstorm: Guide students to explain the concept of creating basic motion graphics, describe key-terms used in of creating basic motion graphics, explain the importance of creating basic motion graphics and apply procedures for creating basic motion graphics.</p> <p>Practical Work: Guide the students to create a simple motion graphics animation where text and basic shapes animate onto the screen, emphasizing timing and</p>	<ul style="list-style-type: none"> • Use industrial standard motion graphics software. • Use steps for creating basic motion graphics. • Observe safety precautions • Maintain a clean and organized workspace. 	<p>Create basic motion graphics as per required standard.</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create basic motion graphics.</p> <p>Principles: The student should explain the principle of creating basic motion graphics.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of creating basic motion graphics. • Importance of creating basic motion graphics. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard motion graphics software. • Graphic tablet. • Multi-Monitor Setup. • External Storage. • Motion Capture Equipment. • Virtual Reality (VR) Headsets. • Audio Equipment. • Lighting Equipment (For Motion Capture and Physical Setups). 	

			smooth transitions. Activity: Organize students to create an animated transition between two scenes using motion graphics, incorporating both text and visual elements to enhance the flow.			precautions while handling equipment and design projects <ul style="list-style-type: none"> • Waste disposal • First aid 	<ul style="list-style-type: none"> • Green Screen Setup. • Font Software. 	
	(c) Performing cinematography in motion graphics	Brainstorm: Guide students to Practical Work: Guide the students to create a short animated sequence where you simulate cinematographic techniques such as camera angles, movement, depth of field, and lighting within a motion graphics scene.	<ul style="list-style-type: none"> • Use industrial standard motion graphics software. • Implement ways of performing cinematography in motion graphics. • Apply procedures for performing cinematography in motion graphics. • Observe safety precautions • Maintain a 	Perform cinematography in motion graphics as per required standard.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform cinematography in motion graphics. Principles: The student should explain the principles of performing cinematography in motion graphics. Theories: The student should explain:	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard motion graphics software. • Graphic tablet. • Multi-Monitor Setup. • External Storage. • Motion Capture Equipment. 		

			<p>Activity: Organize students to design a cinematic motion graphics sequence that uses smooth camera transitions, dynamic lighting, and thoughtful object animations to create an engaging, visually impactful animation.</p>	<p>clean and organized workspace.</p>		<ul style="list-style-type: none"> • The concept of performing cinematography in motion graphics. • Functions and importance of performing cinematography in motion graphics. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 	<ul style="list-style-type: none"> • Virtual Reality (VR) Headsets. • Audio Equipment. • Lighting Equipment (For Motion Capture and Physical Setups). • Green Screen Setup. • Font Software. 	
	(d) Creating dynamic motion graphics	<p>Brainstorm: Guide students to explain the concept of creating dynamic motion graphics, describe key-terms used in of creating dynamic motion graphics, explain the importance of creating dynamic motion graphics and use procedures for creating dynamic</p>	<ul style="list-style-type: none"> • Use industrial standard motion graphics software. • Use and identify procedures for creating dynamic motion graphics. • Observe safety precautions 	<p>Create dynamic motion graphics as per required standard.</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create dynamic motion graphics. Principles: The student should explain the principles of creating dynamic motion graphics. Theories: The</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard motion graphics software. • Graphic tablet. 		

			<p>motion graphics.</p> <p>Practical Work: Guide the students to design and animate a logo reveal that begins with basic shapes and gradually transforms into the final logo.</p> <p>Activity: Organize students to animate an object that interacts with its environment.</p>	<ul style="list-style-type: none"> • Maintain a clean and organized workspace. 		<p>student should explain:</p> <ul style="list-style-type: none"> • The concept of creating dynamic motion graphics. Key-terms used in creating dynamic motion graphics. • Functions and importance of creating dynamic motion graphics. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 	<ul style="list-style-type: none"> • Multi-Monitor Setup. • External Storage. • Motion Capture Equipment. • Virtual Reality (VR) Headsets. • Audio Equipment. • Lighting Equipment (For Motion Capture and Physical Setups). • Green Screen Setup. • Font Software. 	
	(e) Creating dynamic visual effects	<p>Brainstorm: Guide students to describe the concept of creating dynamic visual effects, describe key-terms used in of creating dynamic visual effects, explain the importance of creating dynamic visual effects</p>	<ul style="list-style-type: none"> • Use industrial standard motion graphics software. • Creating dynamic visual effects. • Use procedures for creating dynamic visual effects. • Observe 	Create dynamic visual effects as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create dynamic visual effects.</p> <p>Principles: The student should explain the principles of creating dynamic</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard 		

			<p>and use procedures for creating dynamic visual effects.</p> <p>Practical Work: Guide the students to create a particle system to simulate dynamic effects like fire, smoke, rain or explosions.</p> <p>Activity: Organize students to design animated text or logo with dynamic visual effects.</p>	<p>safety precautions</p> <ul style="list-style-type: none"> • Maintain a clean and organized workspace. 		<p>visual effects.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of creating dynamic visual effects. Function of visual effects in motion graphics. • Importance of creating dynamic visual effects. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 	<p>motion graphics software.</p> <ul style="list-style-type: none"> • Graphic tablet. • Multi-Monitor Setup. • External Storage. • Motion Capture Equipment. • Virtual Reality (VR) Headsets. • Audio Equipment. • Lighting Equipment (For Motion Capture and Physical Setups). • Green Screen Setup. • Font Software. 	
	2.3 Perform engaging motion graphics	(a) Integrating text in motion graphics	<p>Brainstorm: Guide students to explain the concept of integrating text in motion graphics, describe key-terms used in of integrating text in motion graphics, explain the importance of integrating text in</p>	<ul style="list-style-type: none"> • Use industrial standard motion graphics software. • Use text in motion graphics. • Use procedures for integrating text in motion 	Integrate text in motion graphics as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to integrate text in motion graphics.</p> <p>Principles: The student should explain the principles</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. 	81

		<p>motion graphics and use procedures for integrating text in motion graphics.</p> <p>Practical Work: Guide the students create a short motion graphic that integrates animated text with visual elements (such as backgrounds, icons, or imagery) to convey a specific message.</p> <p>Activity: Organize students to create a dynamic lower-third animation for a video, integrating text with subtle motion graphics while maintaining readability.</p>	<p>graphics.</p> <ul style="list-style-type: none"> • Observe safety precautions • Maintain a clean and organized workspace. 		<p>of integrating text in motion graphics.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of integrating text in motion graphics. • Importance of integrating text in motion graphics. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal • First aid 	<ul style="list-style-type: none"> • Industrial standard motion graphics software. • Graphic tablet. • Multi-Monitor Setup. • External Storage. • Motion Capture Equipment. • Virtual Reality (VR) Headsets. • Audio Equipment. • Lighting Equipment (For Motion Capture and Physical Setups). • Green Screen Setup. • Font Software. 	
	(b) Creating titles in motion graphics projects	<p>Brainstorm: Guide students to explain the concept of creating titles in</p>	<ul style="list-style-type: none"> • Use industrial standard motion graphics software. 	Create titles in motion graphics projects as per required	<p>Knowledge evidence: Detailed knowledge of: Method used: The</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper 	

		<p>motion graphics, describe key-terms used in creating titles in motion graphics, explain the importance of creating titles in motion graphics and apply steps for creating titles in motion graphics.</p> <p>Practical Work: Guide the students to Create titles that are well-timed, easy to read, and flow seamlessly with the rest of the project.</p> <p>Activity: Organize students to create a clear structure for how the title will animate and transition.</p>	<ul style="list-style-type: none"> Apply steps for creating titles in motion graphics projects. Observe safety precautions Maintain a clean and organized workspace. 	standard.	<p>student should explain how to create titles in motion graphics projects.</p> <p>Principles: The student should explain the principles of creating titles in motion graphics.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The concept of creating titles in motion graphics. Importance of creating titles in motion graphics. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while handling equipment and design projects Waste disposal 	<ul style="list-style-type: none"> Pencils (HB, 2B, 4B) Pencil Sharpener Erasers High-quality computers with excellent graphics capabilities. Industrial standard motion graphics software. Graphic tablet. Multi-Monitor Setup. External Storage. Motion Capture Equipment. Virtual Reality (VR) Headsets. Audio Equipment. Lighting Equipment (For Motion Capture and Physical Setups. Green Screen Setup. Font Software. 	
	(c) Integrating image and colour in motion graphics projects	<p>Brainstorm: Guide students to explain the concept of integrating image and colour in motion graphics,</p>	<ul style="list-style-type: none"> Use industrial standard motion graphics software. Apply procedures 	Integrate image and colour in motion graphics projects as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Sketchbooks/paper Pencils (HB, 2B, 4B) 	

			<p>describe key-terms used in integrating image and colour in motion graphics, explain the importance of integrating image and colour in motion graphics and apply steps for integrating image and colour in motion graphics.</p> <p>Practical Work: Guide the students to create a short animation that explores various images and colour schemes, such as complementary, analogous, or triadic colour schemes.</p> <p>Activity: Organize students to design a motion graphic where colourful backgrounds complement an image or logo,</p>	<p>for integrating image and colour in motion graphics.</p> <ul style="list-style-type: none"> • Observe safety precautions • Maintain a clean and organized workspace. 		<p>integrating image and colour in motion graphics.</p> <p>Principles: The student should explain the principles of integrating image and colour in motion graphics.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of integrating image and colour in motion graphics. • Importance of integrating image and colour in motion graphics. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal • First aid 	<ul style="list-style-type: none"> • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard motion graphics software. • Graphic tablet. • Multi-Monitor Setup. • External Storage. • Motion Capture Equipment. • Virtual Reality (VR) Headsets. • Audio Equipment. • Lighting Equipment (For Motion Capture and Physical Setups). • Green Screen Setup. • Font Software. 	
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			creating a vibrant composition.					
		(d) Animating typography and image for visual impact.	<p>Brainstorm: Guide students to explain the concept of animating typography and image for visual impact, describe key-terms used in animating typography and image for visual impact, explain the importance of animating typography and image for visual impact and apply steps for animating typography and image for visual impact.</p> <p>Practical Work: Guide the students to create an animated typography sequence paired with relevant imagery to effectively convey a brand's</p>	<ul style="list-style-type: none"> • Use industrial standard motion graphics software. • Use typography for visual impact. • Use images to create visual impact. • Apply procedures for animating typography and image for visual impact. • Observe safety precautions • Maintain a clean and organized workspace. 	Animate typography and image for visual impact as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to animate typography and image for visual impact.</p> <p>Principles: The student should explain the principles of animating typography and image for visual impact.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of animating typography and image for visual impact. • Importance of animating typography and image for visual impact. 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard motion graphics software. • Graphic tablet. • Multi-Monitor Setup. • External Storage. • Motion Capture Equipment. • Virtual Reality (VR) Headsets. • Audio Equipment. • Lighting Equipment (For Motion Capture and Physical Setups. • Green Screen Setup. • Font Software. 	

			<p>core message in a promotional video.</p> <p>Activity: Organize students to Explore how different animation timings of typography can evoke distinct emotional responses in a video by syncing with imagery and background music.</p>			<p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 		
		(e) Performing storytelling in motion graphics.	<p>Brainstorm: Guide students to explain the concept of performing storytelling in motion graphics, describe key-terms used in performing storytelling in motion graphics, explain the importance of performing storytelling in motion graphics and apply steps for performing</p>	<ul style="list-style-type: none"> • Use industrial standard motion graphics software. • Apply procedures for performing storytelling in motion graphics • Observe safety precautions • Maintain a clean and 	Perform storytelling in motion graphics as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to performing storytelling in motion graphics.</p> <p>Principles: The student should explain the principles of performing storytelling in motion graphics.</p> <p>Theories: The</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard motion graphics software. • Graphic tablet. • Multi-Monitor Setup. 	

			<p>storytelling in motion graphics.</p> <p>Practical Work: Guide the students to create storytelling in motion graphics combines visual design, animation, and narrative to engage the audience.</p> <p>Activity: Organize students to write a script and create a storyboard for a motion graphics project.</p>	organized workspace.		<p>student should explain:</p> <ul style="list-style-type: none"> • The concept of performing storytelling in motion graphics. • Importance of performing storytelling in motion graphics. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 	<ul style="list-style-type: none"> • External Storage. • Motion Capture Equipment. • Virtual Reality (VR) Headsets. • Audio Equipment. • Lighting Equipment (For Motion Capture and Physical Setups). • Green Screen Setup. • Font Software. 	
	2.4 Creating animated infographics	(a) Preparing tools and materials	<p>Brainstorm: Guide students to prepare essential tools and materials for performing motion graphics</p> <p>Practical Work: Guide the students to prepare essential materials to perform motion</p>	<ul style="list-style-type: none"> • Use industrial standard motion graphics software • Apply steps for preparing tools and materials in motion graphics. 	Prepare tools and materials as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to prepare tools and materials</p> <p>Principles: The student should explain the principles of:</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard 	54

			graphics. Activity: Organize students to show roles each tool and material in motion graphics.	<ul style="list-style-type: none"> • Observe safety precautions • Maintain a clean and organized workspace. 		<p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Functions of tools and materials for motion graphics. • Importance of preparing tools and materials. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 	<p>motion graphics software.</p> <ul style="list-style-type: none"> • Graphic tablet. • Multi-Monitor Setup. • External Storage. • Motion Capture Equipment. • Virtual Reality (VR) Headsets. • Audio Equipment. • Lighting Equipment (For Motion Capture and Physical Setups. • Green Screen Setup. • Font Software. 	
	(b) Creating infographics	Brainstorm: Guide students to explain the concept of creating infographics in motion graphics, explain the importance of creating infographics in motion graphics and apply steps for creating	<ul style="list-style-type: none"> • Use industrial standard motion graphics software. • Design infographics • Apply procedures for creating infographics. • Observe safety 	Create infographics as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create infographics.</p> <p>Principles: The student should explain the principles of creating infographics.</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard 		

			<p>infographics in motion graphics.</p> <p>Practical Work: Guide the students to Sketch a storyboard for the animation. This will help them plan out which elements will move, how they'll transition, and where text or numbers will appear.</p> <p>Activity: Organize students to design the static elements of the infographic using a vector graphics software.</p>	<p>precautions</p> <ul style="list-style-type: none"> • Maintain a clean and organized workspace. 		<p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of creating infographics. • Functions of infographics. • Importance of creating infographics. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal • First aid 	<p>motion graphics software.</p> <ul style="list-style-type: none"> • Graphic tablet. • Multi-Monitor Setup. • External Storage. • Motion Capture Equipment. • Virtual Reality (VR) Headsets. • Audio Equipment. • Lighting Equipment (For Motion Capture and Physical Setups. • Green Screen Setup. • Font Software. 	
		(c) Animating infographics	<p>Brainstorm: Guide students to explain the concept of animating infographics, describe key-terms used in animating infographics, explain the</p>	<ul style="list-style-type: none"> • Use industrial standard motion graphics software. • Apply procedures for animating infographics. • Observe 	Animate infographics as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to animate infographics</p> <p>Principles: The student should</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with 	

			<p>importance of animating infographics and apply steps for animating infographics.</p> <p>Practical Work: Guide the students to design and animate a short motion graphic infographic based on a real-world data set. The goal is to visualize key information in a dynamic way that is both visually appealing and easy to understand.</p> <p>Activity: Organize students to create a motion graphic infographic about the growth of renewable energy usage globally over the past decade.</p>	<p>safety precautions</p> <ul style="list-style-type: none"> • Maintain a clean and organized workspace. 		<p>explain the principles of animating infographics</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of animating infographics • Key-terms used in animating infographics • Importance of animating infographics. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • First aid • Waste disposal 	<p>excellent graphics capabilities.</p> <ul style="list-style-type: none"> • Industrial standard motion graphics software. • Graphic tablet. • Multi-Monitor Setup. • External Storage. • Motion Capture Equipment. • Virtual Reality (VR) Headsets. • Audio Equipment. • Lighting Equipment (For Motion Capture and Physical Setups. • Green Screen Setup. • Font Software. 	
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		(d) Making data visualization	<p>Brainstorm: Guide students to explain the concept of making data visualization, explain the importance of making data visualization and apply steps for making data visualization.</p> <p>Practical Work: Guide the students to Create a dataset (such as annual sales of different products) and animate the bars growing based on data values.</p> <p>Activity: Organize students to Animate a pie chart where the slices appear one by one, indicating proportions of different categories.</p>	<ul style="list-style-type: none"> • Use industrial standard motion graphics software. • Use procedures for making data visualization in animating infographics • Observe safety precautions • Maintain a clean and organized workspace. 	Make data visualization as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to make data visualization</p> <p>Principles: The student should explain the principles of making data visualization</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of data visualization • Steps for making data visualization • Importance of making data visualization <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • First aid • Waste disposal 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard motion graphics software. • Graphic tablet. • Multi-Monitor Setup. • External Storage. • Motion Capture Equipment. • Virtual Reality (VR) Headsets. • Audio Equipment. • Lighting Equipment (For Motion Capture and Physical Setups. • Green Screen Setup. • Font Software. 	
2.5 Performing	(a) Installing sound	Brainstorm:	<ul style="list-style-type: none"> • Use industrial 	Install sound	Knowledge	The following tools	24	

	audio and sound design	software	<p>Guide students to installing industrial standard sound software, ensure that computer meets the hardware and software requirements for sound software and plug ins installation.</p> <p>Practical Work: Guide students to installing industry-standard sound software.</p> <p>Activity: Organize students to select an industry-standard motion sound software ensure the computer meets the hardware and software requirements before installation.</p>	<p>standard sound software</p> <ul style="list-style-type: none"> • Apply procedures for installing industrial standard sound software. • Observe safety precautions • Maintain a clean and organized workspace. 	software as per required standard.	<p>evidence: Detailed knowledge of: Method used: The student should explain how to install industrial standard sound software. Principles: The student should explain the principles of installing industrial standard sound software. Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of installing industrial standard sound software. • Importance of installing industrial standard sound software. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 	<p>and equipment are to be available: -</p> <ul style="list-style-type: none"> • High-quality computers with excellent graphics capabilities. • Industrial standard sound design software. • Graphic tablet. • Microphones • Transducers • Sound effect libraries • Multi-Monitor Setup. • External Storage. • Audio Equipment. 	
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		(b) Illustrating audio elements for motion graphics	<p>Brainstorm: Guide students to concept of illustrating audio elements for motion graphics, describe key-terms used in illustrating audio elements for motion graphics, explain the importance of illustrating audio elements for motion graphics and apply steps for illustrating audio elements for motion graphics.</p> <p>Practical Work: Guide the students to animate visual elements based on the audio's volume, pitch or beat.</p> <p>Activity: Organize students to create an animation for a logo, character, or environment, then design corresponding</p>	<ul style="list-style-type: none"> • Use industrial standard sound software. • Create sound effects. • Apply procedures for illustrating audio elements for motion graphics. • Observe safety precautions • Maintain a clean and organized workspace. 	Illustrate audio elements for motion graphics as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to illustrate audio elements for motion graphics.</p> <p>Principles: The student should explain the principles of illustrating audio elements for motion graphics.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of illustrating audio elements for motion graphics. • Importance of illustrating audio elements for motion graphics. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • High-quality computers with excellent graphics capabilities. • Industrial standard sound design software. • Graphic tablet. • Microphones • Transducers • Sound effect libraries • Multi-Monitor Setup. • External Storage. • Audio Equipment. 	
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			sound effects.			equipment and design projects		
		(c) Performing sound design for motion graphics	<p>Brainstorm: Guide students to concept of performing sound design for motion graphics, explain the importance of performing sound design for motion graphics and apply procedures for performing sound design for motion graphics.</p> <p>Practical Work: Guide the students to develop a sound palette that aligns with the overall aesthetic and mood of the animation.</p> <p>Activity: Organize students to use sound to help the viewer's ear transition smoothly between different scenes or visual transitions, like swipes, cuts, or</p>	<ul style="list-style-type: none"> • Use industrial standard sound software. • Design various sound. • Apply procedures for performing sound design for motion graphics. • Observe safety precautions • Maintain a clean and organized workspace. 	Perform sound design for motion graphics as per required standard.	<ul style="list-style-type: none"> • Waste disposal <p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform sound design for motion graphics.</p> <p>Principles: The student should explain the principles of performing sound design for motion graphics.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of performing sound design for motion graphics. • Key-terms used in performing sound design for motion graphics. • Importance of performing sound design for motion graphics. <p>Circumstantial knowledge:</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • High-quality computers with excellent graphics capabilities. • Industrial standard sound design software. • Graphic tablet. • Microphones • Transducers • Sound effect libraries • Multi-Monitor Setup. • External Storage. • Audio Equipment. 	

			fades.			Detailed knowledge about: <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 		
		(d) Performing sound effects	<p>Brainstorm: Guide students to concept of performing sound effects, describe key-terms used in performing sound effects, explain the importance of performing sound effects and apply steps for performing sound effects.</p> <p>Practical Work: Guide the students to create a sound effect that can be used in transition between scenes or different graphic elements.</p> <p>Activity: Organize students to animate a ball bouncing from the top of the</p>	<ul style="list-style-type: none"> • Use industrial standard sound software. • Create sound effects. • Apply procedures for performing sound design for motion graphics. • Observe safety precautions • Maintain a clean and organized workspace. 	Perform sound effects as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform sound effects</p> <p>Principles: The student should explain the principles of performing sound effects.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of performing sound effects in motion graphics. • Importance of performing sound effects in motion graphics. <p>Circumstantial knowledge:</p>	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • High-quality computers with excellent graphics capabilities. • Industrial standard sound design software. • Graphic tablet. • Microphones • Transducers • Sound effect libraries • Multi-Monitor Setup. • External Storage. • Audio Equipment. 	

			screen to the ground and then bouncing back up multiple times and use visual effects like scaling, easing, and squashing to exaggerate the bounce motion.			Detailed knowledge about: <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • First aid • Waste disposal 	
		(e) Synchronizing audio for enhanced impact.	<p>Brainstorm: Guide students to explain the concept of synchronizing audio for enhanced impact, explain the importance of synchronizing audio for enhanced impact and apply steps for synchronizing audio for enhanced impact.</p> <p>Practical Work: Guide the students to synchronize a voiceover or dialogue with animated text.</p> <p>Activity: Organize students to create</p>	<ul style="list-style-type: none"> • Use industrial standard sound software. • Apply procedures for synchronizing audio for enhanced impact. • Observe safety precautions • Maintain a clean and organized workspace. 	Synchronize audio for enhanced impact as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to synchronize audio for enhanced impact.</p> <p>Principles: The student should explain the principles of synchronizing audio for enhanced impact.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of synchronizing audio for enhanced impact. • Importance of synchronizing audio for enhanced impact. 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • High-quality computers with excellent graphics capabilities. • Industrial standard sound design software. • Graphic tablet. • Microphones • Transducers • Sound effect libraries • Multi-Monitor Setup. • External Storage. • Audio Equipment.

			a short motion graphic sequence where the animations are synced to the beats of a music track.			Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 		
	2.6 Presenting motion graphics	(a) Fine-tuning motion graphics	Brainstorm: Guide students to explain the concept of fine-tuning motion graphics, explain the importance of fine-tuning motion graphics and apply steps for fine-tuning motion graphics. Practical Work: Guide the students to create a text animation, then experiment with changing the colour palette during the animation to evoke different moods. Fine-tune the shadows and highlights to match the animation's	<ul style="list-style-type: none"> • Use industrial standard motion graphics software. • Apply procedures for fine-tuning motion graphics. • Observe safety precautions • Maintain a clean and organized workspace. 	Fine-tune motion graphics as per required standard.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to fine-tuning motion graphics. Principles: The student should explain the principles of fine-tuning motion graphics. Theories: The student should explain: <ul style="list-style-type: none"> • The concept of fine-tuning motion graphics. • Importance of fine-tuning motion graphics. Circumstantial knowledge:	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard motion graphics software. • Graphic tablet. • Multi-Monitor Setup. • External Storage. • Motion Capture Equipment. • Virtual Reality (VR) Headsets. • Audio Equipment. • Lighting Equipment (For 	63

			<p>motion.</p> <p>Activity: Organize students to render a final project and then review it, adjusting output settings (such as compression settings or file formats) to ensure the motion graphics retain their quality.</p>			<p>Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • First aid • Waste disposal 	<p>Motion Capture and Physical Setups.</p> <ul style="list-style-type: none"> • Green Screen Setup. • Font Software. 	
		(b) Making consistency in motion graphics	<p>Brainstorm: Guide students to explain the concept of making consistency in motion graphics, explain the importance of making consistency in motion graphics and apply steps for making consistency in motion graphics.</p> <p>Practical Work: Guide the students to create</p>	<ul style="list-style-type: none"> • Use industrial standard motion graphics software. • Apply procedures for making consistency in motion graphics. • Observe safety precautions • Maintain a clean and organized workspace. 	<p>Make consistency in motion graphics as per required standard.</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to make consistency in motion graphics</p> <p>Principles: The student should explain the principles of make consistency in motion graphics</p> <p>Theories: The student should explain:</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard motion graphics software. • Graphic tablet. • Multi-Monitor Setup. • External Storage. 	

			<p>or use pre-made animation templates for transitions, lower-thirds, and other common elements to ensure consistency throughout the project.</p> <p>Activity: Organize students to maintain a uniform speed for all animations, if you're using easing in one part of the animation (like ease in/out), use the same easing method for other similar motions.</p>			<ul style="list-style-type: none"> • The concept of making consistency in motion graphics. • Importance of making consistency in motion graphics. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 	<ul style="list-style-type: none"> • Motion Capture Equipment. • Virtual Reality (VR) Headsets. • Audio Equipment. • Lighting Equipment (For Motion Capture and Physical Setups. • Green Screen Setup. • Font Software. 	
		(c) Exporting motion graphics in various formats	<p>Brainstorm: Guide students to explain the concept of exporting motion graphics in various formats, explain the importance of exporting motion graphics in</p>	<ul style="list-style-type: none"> • Use industrial standard motion graphics software. • Use various ways to export motion graphics in different formats. 	Export motion graphics in various formats as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to export motion graphics in various formats</p> <p>Principles: The</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with 	

			<p>various formats and apply steps for exporting motion graphics in various formats.</p> <p>Practical Work: Guide the students to export and test the motion graphics on different devices (smartphones, tablets, desktop computers) to ensure compatibility.</p> <p>Activity: Organize students to set the frame rate according to the project needs (typically 24, 30, or 60 fps) and export.</p>	<ul style="list-style-type: none"> • Use and identify various motion graphics format • Apply procedures for exporting motion graphics in various formats. • Observe safety precautions • Maintain a clean and organized workspace. 		<p>student should explain the principle of exporting motion graphics in various formats</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of exporting motion graphics in various formats. • Key-terms used in exporting motion graphics in various formats. • Steps for exporting motion graphics in various formats • Importance of exporting motion graphics in various formats. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 	<p>excellent graphics capabilities.</p> <ul style="list-style-type: none"> • Industrial standard motion graphics software. • Graphic tablet. • Multi-Monitor Setup. • External Storage. • Motion Capture Equipment. • Virtual Reality (VR) Headsets. • Audio Equipment. • Lighting Equipment (For Motion Capture and Physical Setups. • Green Screen Setup. • Font Software. 	
		(d) Presenting final	Brainstorm:	<ul style="list-style-type: none"> • Use industrial 	Present final	Knowledge	The following tools	

		<p>motion graphics projects</p>	<p>Guide students to explain the concept of presenting final motion graphics in various formats, explain the importance of presenting final motion graphics in various formats and apply procedures for presenting final motion graphics.</p> <p>Practical Work: Guide the students to create annotated screenshots or a video tutorial explaining specific techniques like creating smooth transitions or using motion tracking.</p> <p>Activity: Organize students to Create a short slide presentation or infographic</p>	<p>standard motion graphics software.</p> <ul style="list-style-type: none"> • Prepare a presentation. • Apply procedures for presenting final motion graphics projects • Observe safety precautions • Maintain a clean and organized workspace. 	<p>motion graphics projects as per required standard.</p>	<p>evidence: Detailed knowledge of: Method used: The student should explain how to present final motion graphics projects Principles: The student should explain the principles of presenting final motion graphics projects.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of presenting final motion graphics projects. • Importance of presenting final motion graphics projects. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 	<p>and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Industrial standard motion graphics software. • Graphic tablet. • Multi-Monitor Setup. • External Storage. • Motion Capture Equipment. • Virtual Reality (VR) Headsets. • Audio Equipment. • Lighting Equipment (For Motion Capture and Physical Setups. • Green Screen Setup. • Font Software. 	
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			summarizing the core idea behind your project, including sketches or mood boards that depict your initial design process.					
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Form Four

Table 6: Detailed Contents for Form Four

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
1.0 Managing a safe work environment	1.1 Managing hazards	(a) Controlling mechanical hazards	<p>Brainstorm: Guide students to manage work control mechanical hazards according to OSHA rules and regulations.</p> <p>Practical Work: Guide the students to perform a comprehensive risk assessment of all equipment and machinery in the studio.</p> <p>Activity: Organize students to Install or ensure that appropriate safety guards and shields are in place on all equipment with moving parts.</p>	<ul style="list-style-type: none"> • Use OSHA rules and regulations • Prepare studio inspection report • Identify any safety hazard materials • Handle hazards material • Identify and apply all emergency equipment and supplies • Conduct safety awareness training to subordinates • Monitor safety environment • Manage uses of safety gears • Cleaning tools and equipment • Storing tools and equipment 	Control mechanical hazards as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to</p> <ul style="list-style-type: none"> • Interpret OSHA rules and regulations • Use safety gears • Prepare preventive maintenance schedule and inspection report. <p>Principles: The student should explain the principles of</p> <ul style="list-style-type: none"> • Preparing inspection checklists • Preparing warning signs and safety instructions 	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> - • Gemological equipment • Lapidary equipment • First aid kit • Fire extinguishers • OSHA rules and regulations • Helmet • Hand loves • Ear plug • Dust mask 	11

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Function of inspection checklist • Importance of posting warning sign and safety instructions • Advantages of risk assessment <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while manage hazards • Safe handling of tools and equipment • Waste disposal 		
		(b) Controlling chemical hazards	<p>Brainstorm: Guide students to manage work control chemical hazards according to OSHA rules and regulations.</p>	<ul style="list-style-type: none"> • Use OSHA rules and regulations • Prepare studio inspection report • Identify any safety hazard 	Control chemical hazards per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to</p> <ul style="list-style-type: none"> • Interpret OSHA 	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> - • Gemological equipment • Lapidary equipment • First aid kit 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Practical Work: Guide the students to perform a chemical inventory to identify all chemicals used in the studio.</p> <p>Activity: Organize students to perform a risk assessment for each chemical used, considering toxicity, flammability, and reactivity.</p>	<p>materials</p> <ul style="list-style-type: none"> • Handle hazards material • Identify and apply all emergency equipment and supplies • Conduct safety awareness training to subordinates • Monitor safety environment • Manage uses of safety gears • Cleaning tools and equipment • Storing tools and equipment 		<p>rules and regulations</p> <ul style="list-style-type: none"> • Use safety gears • Prepare preventive maintenance schedule and inspection report <p>Principles: The student should explain the principles of</p> <ul style="list-style-type: none"> • Preparing inspection checklists • Preparing warning signs and safety instructions <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Function of inspection checklist • Importance of posting warning sign and safety instructions • Advantages of risk assessment <p>Circumstantial</p>	<ul style="list-style-type: none"> • Fire extinguishers • OSHA rules and regulations • Helmet • Hand loves • Ear plug • Dust mask 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Safety precautions while manage hazards • Safe handling of tools and equipment • Waste disposal 		
		(c) Controlling physical hazards	Brainstorm: Guide students to manage work control physical hazards according to OSHA rules and regulations. Practical Work: Guide the students to perform regular inspections of studio equipment to identify any signs of wear or malfunction that could pose a physical hazard.	<ul style="list-style-type: none"> • Use OSHA rules and regulations • Prepare studio inspection report • Identify any safety hazard materials • Handle hazards material • Identify and apply all emergency equipment and supplies • Conduct safety awareness training to subordinates 	Control physical hazards per required standard.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to <ul style="list-style-type: none"> • Interpret OSHA rules and regulations • Use safety gears • Prepare preventive maintenance schedule and inspection report. Principles: The student should explain the principles of	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> - • Gemological equipment • Lapidary equipment • First aid kit • Fire extinguishers • OSHA rules and regulations • Helmet • Hand loves • Ear plug • Dust mask 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Activity: Organize students to perform safety checks on electrical wiring and outlets to prevent risks of electrical shock or fire.</p>	<ul style="list-style-type: none"> • Monitor safety environment • Manage uses of safety gears • Cleaning tools and equipment • Storing tools and equipment 		<ul style="list-style-type: none"> • Preparing inspection checklists • Preparing warning signs and safety instructions <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Function of inspection checklist • Importance of posting warning sign and safety instructions • Advantages of risk assessment <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while manage hazards • Safe handling of tools and equipment • Waste disposal 		
	1.2 Carryout	(a) Controlling	Brainstorm:	<ul style="list-style-type: none"> • Select tools 	Control risk	Knowledge	The following tools,	12

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
	risk assessment	risk	<p>Guide students to carry out risk as per OSHA standards and regulations.</p> <p>Practical Work: Guide the students perform a safety inspection of all props, tools, and materials to ensure they meet safety standards.</p> <p>Activity: Organize students to perform regular cleaning of the studio space to reduce the risk of accidents due to debris or clutter.</p>	<p>and equipment</p> <ul style="list-style-type: none"> Supervise practice safe studio practices to protect yourself, others and properties React correctly and safely when faced with an emergency Identify and apply correctly all emergency equipment and supplies Make periodic inspections of studio area and all equipment and prepare report Conduct safety training Identify any safety hazard material Handle hazard material 	per required standard.	<p>evidence: Detailed knowledge of: Method used: The student should explain how to</p> <ul style="list-style-type: none"> Conduct safety training Prepare inspection report. <p>Principles: The student should explain the principles of</p> <ul style="list-style-type: none"> Reacting correctly and safely when faced with an emergency Identifying and applying correctly all emergency equipment and supplies Conducting safety training Identifying safely hazard materials Handling hazard 	<p>equipment and safety gears are to be available:</p> <p>-</p> <ul style="list-style-type: none"> Gemological equipment Lapidary equipment First aid kit Fire extinguishers OSHA rules and regulations Helmet Hand loves Ear plug Dust mask 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				<p>correctly</p> <ul style="list-style-type: none"> • Make out and file safe report • Ensure availability of personal protective equipment • Monitor good environmental practices • Clean tools and equipment • Store tools and equipment 		<p>materials</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Carrying out risk assessment • Conducting safety training • Inspecting studio areas tools and equipment • Handling Hazard material correctly <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while carrying out risk management • Safe handling of tools and equipment • Waste disposal 		
		(b) Managing safety gears	Brainstorm: Guide students to manage safety gears as per OSHA	<ul style="list-style-type: none"> • Select tools and equipment • Supervise practice safe 	Manage safety gears per required standard.	Knowledge evidence: Detailed knowledge of:	The following tools, equipment and safety gears are to be available: -	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			standards and regulations. Practical Work: Guide the students perform safety drills involving safety gear usage to keep them prepared for emergency situations. Activity: Organize students to perform risk assessments to determine if any additional safety gear is needed for specific tasks or projects.	studio practices to protect yourself, others and properties <ul style="list-style-type: none"> • React correctly and safely when faced with an emergency • Identify and apply correctly all emergency equipment and supplies • Make periodic inspections of studio area and all equipment and prepare report • Conduct safety training • Identify any safety hazard material • Handle hazard material correctly • Make out and file safe report 		Method used: The student should explain how to <ul style="list-style-type: none"> • Conduct safety training • Identify safety hazard material • Handle hazard material • Prepare inspection report. Principles: The student should explain the principles of <ul style="list-style-type: none"> • Reacting correctly and safely when faced with an emergency • Identifying and applying correctly all emergency equipment and supplies • Conducting safety training • Identifying safely hazard materials 	<ul style="list-style-type: none"> • Gemological equipment • Lapidary equipment • First aid kit • Fire extinguishers • OSHA rules and regulations • Helmet • Hand loves • Ear plug • Dust mask 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Ensure availability of personal protective equipment • Monitor good environmental practices • Clean tools and equipment • Store tools and equipment 		<ul style="list-style-type: none"> • Handling hazard materials <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Carrying out risk assessment • Conducting safety training • Inspecting studio areas tools and equipment • Handling Hazard material correctly <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while carrying out risk management • Safe handling of tools and equipment • Waste disposal 		
		(c) Managing	Brainstorm:	<ul style="list-style-type: none"> • Select tools 	Manage	Knowledge	The following tools,	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		studio safety rules	<p>Guide students to manage studio safety as per OSHA standards and regulations.</p> <p>Practical Work: Guide the students to perform a safety briefing at the start of each session. Are all team members and clients aware of the studio's safety rules.</p> <p>Activity: Organize students to perform an emergency exit drill regularly. Do all personnel know the quickest route to safety in case of an emergency.</p>	<p>and equipment</p> <ul style="list-style-type: none"> Supervise practice safe studio practices to protect yourself, others and properties React correctly and safely when faced with an emergency Identify and apply correctly all emergency equipment and supplies Make periodic inspections of studio area and all equipment and prepare report Conduct safety training Identify any safety hazard material Handle hazard material 	studio safety rules per required standard.	<p>evidence: Detailed knowledge of: Method used: The student should explain how to</p> <ul style="list-style-type: none"> Conduct safety training Identify safety hazard material Handle hazard material Prepare inspection report. <p>Principles: The student should explain the principles of</p> <ul style="list-style-type: none"> Reacting correctly and safely when faced with an emergency Identifying and applying correctly all emergency equipment and supplies Conducting safety training 	<p>equipment and safety gears are to be available:</p> <p>-</p> <ul style="list-style-type: none"> Gemological equipment Lapidary equipment First aid kit Fire extinguishers OSHA rules and regulations Helmet Hand loves Ear plug Dust mask 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				<p>correctly</p> <ul style="list-style-type: none"> • Make out and file safe report • Ensure availability of personal protective equipment • Monitor good environmental practices • Clean tools and equipment • Store tools and equipment 		<ul style="list-style-type: none"> • Identifying safely hazard materials • Handling hazard materials <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Carrying out risk assessment • Conducting safety training • Inspecting studio areas tools and equipment • Handling Hazard material correctly <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while carrying out risk management • Safe handling of tools and equipment 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Waste disposal 		
	1.3 Manage the environment	(a) Managing air pollution	<p>Brainstorm: Guide students to manage air pollution as OSHA regulations</p> <p>Practical Work: Guide the students to perform regular air quality monitoring to identify pollution levels in different areas of the studio.</p> <p>Activity: Organize students to perform regular maintenance of air filtration systems in the studio.</p>	<ul style="list-style-type: none"> Select relevant safety gears Prepare preventive maintenance schedule Control environmental pollution Maintaining safety environment Managing safety personal environment Control tools, equipment and safety gears Control different of wastes as per OSHA Conduct safety awareness training to subordinates Clean tools and equipment Store tools and equipment 	Manage air pollution per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to</p> <ul style="list-style-type: none"> Interpret OSHA rules and regulations Prepare preventive maintenance schedule and inspection report Monitor safe working environment Control air pollution <p>Principles: The student should explain the principles of</p> <ul style="list-style-type: none"> Managing air pollution Handling environment safety work Prepare and conducting 	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> Tool kit Spirit level Safety boots/rubber Gloves Cleaning materials Hoe Overcoats/overalls/a pron Brooms Brush 	13

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						training <ul style="list-style-type: none"> • Handling different types of wastes. Theories: The student should explain: <ul style="list-style-type: none"> • Explain importance of safe work environment • Explain types of air pollution • Advantage of monitoring environmental pollution • Importance of preparing air schedule • Importance of controlling different types of waste Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Safety knowledge while managing air pollution 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Safe handling of tools and equipment Waste disposal 		
		(b) Managing water pollution.	<p>Brainstorm: Guide students to manage water pollution as OSHA regulations</p> <p>Practical Work: Guide the students to perform routine inspections of wastewater treatment facilities to ensure proper functioning and compliance with environmental standards.</p> <p>Activity: Organize students to perform regular water quality testing to monitor the levels of pollutants in local water sources.</p>	<ul style="list-style-type: none"> Select relevant safety gears Prepare preventive maintenance schedule Control environmental pollution Maintaining safety environment Managing safety personal environment Control tools, equipment and safety gears Control different of wastes as per OSHA Conduct safety awareness training to subordinates Clean tools and equipment 	Manage water pollution per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to</p> <ul style="list-style-type: none"> Interpret OSHA rules and regulations Prepare preventive maintenance schedule and inspection report Monitor safe working environment Control water pollution <p>Principles: The student should explain the principles of</p> <ul style="list-style-type: none"> Managing water pollution Handling environment 	The following tools, equipment and safety gears are to be available: - <ul style="list-style-type: none"> Tool kit Spirit level Safety boots/rubber Gloves Cleaning materials Hoe Overcoats/overalls/a pron Brooms Brush 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Store tools and equipment 		<p>safety work</p> <ul style="list-style-type: none"> Prepare and conducting training Handling different types of wastes. <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Explain importance of safe work environment Explain types of water pollution Advantage of monitoring water pollution Importance of preparing environmental schedule Importance of controlling different types of waste <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						knowledge while managing water pollution <ul style="list-style-type: none"> • Safe handling of tools and equipment • Waste disposal 		
		(c) Manage land pollution	<p>Brainstorm: Guide students to manage land pollution as OSHA regulations</p> <p>Practical Work: Guide the students to perform an assessment of current waste disposal practices to identify areas for improvement.</p> <p>Activity: Organize students to perform a feasibility study for introducing composting programs to reduce organic waste and land pollution.</p>	<ul style="list-style-type: none"> • Select relevant safety gears • Prepare preventive maintenance schedule • Control environmental pollution • Maintaining safety environment • Managing safety personal environment • Control tools, equipment and safety gears • Control different of wastes as per OSHA • Conduct safety awareness training to 	Manage land pollution per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to</p> <ul style="list-style-type: none"> • Interpret OSHA rules and regulations • Prepare preventive maintenance schedule and inspection report • Monitor safe working environment • Control land pollution <p>Principles: The student should explain the principles of</p> <ul style="list-style-type: none"> • Managing land 	The following tools, equipment and safety gears are to be available: - <ul style="list-style-type: none"> • Tool kit • Spirit level • Safety boots/rubber • Gloves • Cleaning materials • Hoe • Overcoats/overalls/a pron • Brooms • Brush 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				subordinates <ul style="list-style-type: none"> • Clean tools and equipment • Store tools and equipment 		pollution <ul style="list-style-type: none"> • Handling environment safety work • Prepare and conducting training • Handling different types of wastes. Theories: The student should explain: <ul style="list-style-type: none"> • Explain importance of safe work environment • Explain types of land pollution • Advantage of monitoring land pollution • Importance of preparing environmental schedule • Importance of controlling different types of waste Circumstantial knowledge:		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						Detailed knowledge about: <ul style="list-style-type: none"> • Safety knowledge while managing land pollution • Safe handling of tools and equipment • Waste disposal 		
2.0 Managing preventive maintenance	2.1 Planning preventive maintenance	(a) Preparing schedule for preventive maintenance of tools, machines and equipment.	<p>Brainstorm: Guide students to plan preventive maintenance as studio standards.</p> <p>Practical Work: Guide the students to perform routine inspections on tools, machines, and equipment to identify any wear or damage.</p> <p>Activity: Organize students to perform testing of safety features such as emergency stops, alarms, and</p>	<ul style="list-style-type: none"> • Interpret service manuals. • Read and apply studio rules and regulations. • Select tools and equipment. • Make periodic inspection of studio area and equipment. • Prepare studio inspection report of tools and equipment • Prepare preventive maintenance programmes 	Prepare schedule for preventive maintenance of tools, machines and equipment per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to Prepare studio inspection report.</p> <ul style="list-style-type: none"> • Prepare studio colour code and safety signed. • Plan and prepare studio inventory. • Plan and prepare preventive maintenance training. <p>Principles: The student should explain the principles of</p>	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> - • General hand kit tools • Studio tools, equipment, and machines • Service manuals • Studio rules and rules and regulations • Gloves • Overall/overcoats/apron • Safety boots • Safety gear glasses • Mask • Ear plug 	16

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			backup systems.	<ul style="list-style-type: none"> • Prepare studio preventive maintenance schedule. • Prepare and use studio colour codes, court and safety signs. • Plan and prepare studio inventory. • Clean tools and equipment • Store tools and equipment 		<ul style="list-style-type: none"> • Preparing colour code and safety signs • Preparing preventive maintenance schedule • Plan and prepare studio inventory. <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Importance of interpret service manuals • Importance of preparing studio inspection and maintenance schedule report <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while planning preventive maintenance. • Safe handling of tools and 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						equipment <ul style="list-style-type: none"> Waste disposal. 		
		(b) Preparing inspection check list of tools, machine and equipment	<p>Brainstorm: Guide students to prepare inspection check list of tools, machine and equipment as studio standards.</p> <p>Practical Work: Guide the students to Perform a visual inspection of the tool/machine for any visible damage or wear.</p> <p>Activity: Organize students to perform a function test to ensure the tool/machine operates correctly.</p>	<ul style="list-style-type: none"> Interpret service manuals. Read and apply studio rules and regulations. Select tools and equipment. Make periodic inspection of studio area and equipment. Prepare studio inspection report of tools and equipment Prepare preventive maintenance programmes Prepare studio preventive maintenance schedule. Prepare and use studio colour codes, court and 	Prepare inspection check list of tools, machine and equipment per required standard.	<p>Knowledge evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to Prepare studio inspection report.</p> <ul style="list-style-type: none"> Prepare studio colour code and safety signed. Plan and prepare studio inventory. Plan and prepare preventive maintenance training. <p>Principles: The student should explain the principles of</p> <ul style="list-style-type: none"> Preparing colour code and safety signs Preparing preventive maintenance schedule 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> General hand kit tools Studio tools, equipment, and machines Service manuals Studio rules and rules and regulations Gloves Overall/overcoats/apron Safety boots Safety gear glasses Mask Ear plug 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				safety signs. <ul style="list-style-type: none"> Plan and prepare studio inventory. Clean tools and equipment Store tools and equipment 		<ul style="list-style-type: none"> Plan and prepare studio inventory. <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Importance of interpret service manuals Importance of preparing studio inspection and maintenance schedule report <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while planning preventive maintenance. Safe handling of tools and equipment Waste disposal. 		
	2.2 Supervising preventive maintenance	(a) Performing preventive maintenance of tools, equipment	Brainstorm: Guide students to perform preventive maintenance of tools, equipment	<ul style="list-style-type: none"> Interpret service manuals Read and apply rules and 	Perform preventive maintenance of tools, equipment	<p>Knowledge evidence: Detailed knowledge of: Method used: The</p>	The following tools, equipment and safety gears are to be available: - • Prepare and apply	20

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		and machines	and machines as per studio standards Practical Work: Guide the students to perform preventive maintenance of tools, equipment and machines Activity: Organize students to perform preventive maintenance of tools, equipment and machines	<ul style="list-style-type: none"> regulations Prepare and apply studio inspection report Prepare and use safety signs and colour code Prepare and apply studio preventive maintenance schedule Plan and conduct preventive maintenance training Practice corrects heavy tools/equipment safely Practice good electrical safety Monitor good and environmental practices Clean tools and equipment 	and machines as per required standard.	<ul style="list-style-type: none"> student should explain how to Prepare studio inspection report Prepare studio colour code and safety signed Plan and prepare studio inventory Plan and prepare preventive maintenance training <p>Principles: The student should explain the principles of</p> <ul style="list-style-type: none"> Preparing colour code and safety signs Preparing preventive maintenance schedule Plan and prepare studio inventory. <p>Theories: The student should</p>	<ul style="list-style-type: none"> studio preventive schedules. Plan and conduct preventive maintenance training. Prepare safety signs and colour code Correct hand tools and equipment safety Good electric safety Follow environmental practices. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Store tools and equipment according. 		explain: <ul style="list-style-type: none"> Importance of interpret service manuals Importance of preparing studio inspection and maintenance schedule reports. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while planning preventive maintenance. Safe handling of tools and equipment Waste disposal 		
		(b) Performing preventive maintenance of work environment	<p>Brainstorm: Guide students to perform preventive maintenance of work as per studio standards</p> <p>Practical Work:</p>	<ul style="list-style-type: none"> Interpret service manuals Read and apply rules and regulations Prepare and apply studio inspection 	Perform preventive maintenance of work environment per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to</p> <ul style="list-style-type: none"> Prepare studio inspection 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Prepare and apply studio preventive schedules. Plan and conduct preventive 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Guide the students to perform a visual inspection of the equipment: Are there any visible signs of wear, damage, or corrosion.</p> <p>Activity: Organize students to perform safety checks: Are all safety features (such as emergency stop buttons, guards) in place and functioning correctly?</p>	<p>report</p> <ul style="list-style-type: none"> • Prepare and use safety signs and colour code • Prepare and apply studio preventive maintenance schedule • Plan and conduct preventive maintenance training • Practice corrects heavy tools/equipment safely • Practice good electrical safety • Monitor good and environmental practices • Clean tools and equipment • Store tools and equipment according. 		<p>report</p> <ul style="list-style-type: none"> • Prepare studio colour code and safety signs • Plan and prepare studio inventory • Plan and prepare preventive maintenance training. <p>Principles: The student should explain the principles of</p> <ul style="list-style-type: none"> • Preparing colour code and safety signs • Preparing preventive maintenance schedule • Plan and prepare studio inventory. <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Importance of interpret service manuals 	<p>maintenance training.</p> <ul style="list-style-type: none"> • Prepare safety signs and colour code • Correct hand tools and equipment safety • Good electric safety • Follow environmental practices. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Importance of preparing studio inspection and maintenance schedule reports. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while planning preventive maintenance. Safe handling of tools and equipment <p>Waste disposal</p>		
3.0 Managing branding and production	3.1 Establish a small-scale enterprise	(a) Setting studio	<p>Brainstorm: Guide students to explain the process of setting studio, explain the importance of setting studio and apply procedures for setting studio.</p> <p>Practical Work: Guide the students</p>	<ul style="list-style-type: none"> Use tools for setting studio. Apply procedures for setting studio. Observe safety precautions Maintain a clean and organized workspace. 	Set studio as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to set studio.</p> <p>Principles: The student should explain the principles of setting a design</p>	The following tools and equipment are to be available: - <ul style="list-style-type: none"> Analytics and reporting tools Branding tools Project management tools Collaboration and communication tools Analytics and reporting tools Asset management 	45

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			to host a brainstorming session or studio and discuss the core values and mission of their design studio. Activity: Organize students to establish a clear vision for the studio, whether it's focusing on motion graphics, web design, product design, or a mix of creative fields.			studio. Theories: The student should explain: <ul style="list-style-type: none"> • Tools and equipment for setting studio. • Importance of setting studio. Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal • First Aid 	and file sharing tools <ul style="list-style-type: none"> • Analytics & feedback tools 	
		(b) Establishing tool and equipment for the work	Brainstorm: Guide students to explain the concept establishing tool and equipment for the work and explain the importance of establishing tool and equipment for	<ul style="list-style-type: none"> • Select and use tools and equipment • Apply steps for establishing tool and equipment for the work in graphic design. 	Establish tool and equipment for the work as per required standard.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to establish tool and equipment for the work.	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Analytics and reporting tools • Branding tools • Project management tools • Collaboration and communication tools 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>the work.</p> <p>Practical Work: Guide the students to analyse the work at hand and identify the tools required. Break down the task into steps and determine which tools are essential for each part.</p> <p>Activity: Organize students to select the appropriate tools and equipment for the project.</p>	<ul style="list-style-type: none"> Observe safety precautions Maintain a clean and organized workspace. 		<p>Principles: The student should explain the principles of tools and equipment for work.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Importance of establishing tool and equipment for the work. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while handling equipment and design projects Waste disposal 	<ul style="list-style-type: none"> Analytics and reporting tools Asset management and file sharing tools Analytics & feedback tools 	
	3.2 Performing cost estimates	(a) Performing labour cost	<p>Brainstorm: Guide students to explain the concept of performing labour cost, explain the importance of performing labour</p>	<p>The students should be able to:</p> <ul style="list-style-type: none"> Select and use tools. Apply steps for performing labour cost. 	Perform labour cost as per required standard	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Analytics and reporting tools Branding tools Project management 	104

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>cost and apply steps for performing labour cost.</p> <p>Practical Work: Guide the students to Use automated time tracking systems like time clocks or apps to accurately capture working hours. Track how many hours were spent on specific tasks or projects to allocate labour costs correctly.</p> <p>Activity: Organize students to identify the wages or salaries of employees involved in the project or business operations.</p>	<ul style="list-style-type: none"> Observe safety precautions Maintain a clean and organized workspace. 		<p>perform labour cost</p> <p>Principles: The student should explain the performing labour cost.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The concept of performing labour cost. Key-terms used in performing labour cost Importance of performing labour cost. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while handling equipment and design projects Waste disposal 	<p>tools</p> <ul style="list-style-type: none"> Collaboration and communication tools Analytics and reporting tools Asset management and file sharing tools Analytics & feedback tools. 	
		(b) Performing	Brainstorm:	The student	Perform	Knowledge	The following tools and	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		material cost	<p>Guide students to explain the concept of performing material cost, explain the importance of performing material cost and apply procedures for performing material cost.</p> <p>Practical Work: Guide the students to identify all materials required for production or project completion.</p> <p>Activity: Organize students to research the market price for raw materials, considering suppliers, order quantities, transportation, and any other factors that can affect the cost.</p>	<p>should be able to:</p> <ul style="list-style-type: none"> • Use and select tools and equipment • Apply procedures for performing material cost. • Observe safety precautions • Maintain a clean and organized workspace. 	material cost as per required standard.	<p>evidence: Detailed knowledge of: Method used: The student should explain how to perform material cost.</p> <p>Principles: The student should explain the principles of performing material cost.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of performing material cost. • Importance of performing material cost. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions 	<p>equipment are to be available: -</p> <ul style="list-style-type: none"> • Analytics and reporting tools • Branding tools • Project management tools • Collaboration and communication tools • Analytics and reporting tools • Asset management and file sharing tools • Analytics & feedback tools. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						while handling equipment and design projects <ul style="list-style-type: none"> Waste disposal 		
		(c) Preparing a budget	<p>Brainstorm: Guide students to explain the concept of preparing a budget, explain the importance of preparing a budget and apply procedures for preparing a budget.</p> <p>Practical Work: Guide the students to Use a spread sheet or paper format to create a budget.</p> <p>Activity: Organize students to determine why creating the budget and specify the time period the budget will cover.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Use and select tools and equipment Apply procedures for preparing a budget. Observe safety precautions Maintain a clean and organized workspace. 	Prepare a budget as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to prepare a budget.</p> <p>Principles: The student should explain the principles of preparing a budget.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The concept of preparing a budget. Importance of preparing a budget. <p>Circumstantial knowledge:</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Analytics and reporting tools Branding tools Project management tools Collaboration and communication tools Analytics and reporting tools Asset management and file sharing tools Analytics & feedback tools. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						Detailed knowledge about: <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 		
		(d) Preparing price	<p>Brainstorm: Guide students to explain the concept of preparing price, explain the importance of preparing price and apply procedures for preparing price.</p> <p>Practical Work: Guide the students to set prices based on the perceived value to the customer, rather than just the cost.</p> <p>Activity: Organize students to decide on the profit margin they would like to</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select and use tools. • Apply procedures for preparing price. • Observe safety precautions • Maintain a clean and organized workspace. 	Prepare price as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to prepare price.</p> <p>Principles: The student should explain the principles of preparing price.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of preparing price. • Importance of preparing price. <p>Circumstantial knowledge:</p>	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Analytics and reporting tools • Branding tools • Project management tools • Collaboration and communication tools • Analytics and reporting tools • Asset management and file sharing tools • Analytics & feedback tools. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			achieve and ensure it aligns with the market conditions.			Detailed knowledge about: <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 		
	3.3 Supervising staff	(a) Preparing work schedules	<p>Brainstorm: Guide students to explain the concept of preparing work schedules, explain the importance of preparing work schedules and apply procedures for preparing work schedules.</p> <p>Practical Work: Guide the break down larger projects into smaller, manageable tasks. Each task should be specific and measurable.</p> <p>Activity: Organize students</p>	<ul style="list-style-type: none"> • Select and use tools. • Apply procedures for preparing work schedules. • Observe safety precautions • Maintain a clean and organized workspace. 	Prepare work schedules as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to prepare work schedules.</p> <p>Principles: The student should explain the principles of preparing work schedules.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Importance of preparing work schedules. <p>Circumstantial</p>	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Analytics and reporting tools • Branding tools • Project management tools • Collaboration and communication tools • Analytics and reporting tools • Asset management and file sharing tools • Analytics & feedback tools 	175

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			to use a prioritization technique like the Eisenhower Matrix (urgent/important, not urgent/important, urgent/not important, not urgent/not important) to help decide which tasks should be done first.			knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal • First Aid 		
		(b) Preparing organisation charts	Brainstorm: Guide students to explain the concept of preparing organisation charts, explain the importance of preparing organisation charts and apply procedures for preparing organisation charts. Practical Work: Guide the students to map out the reporting structure	<ul style="list-style-type: none"> • Select and use tools. • Apply procedures for preparing organisation charts. • Observe safety precautions • Maintain a clean and organized workspace. 	Prepare organisation charts as per required standard.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to prepare organisation charts. Principles: The student should explain the principles of preparing organisation charts. Theories: The student should	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Analytics and reporting tools • Branding tools • Project management tools • Collaboration and communication tools • Analytics and reporting tools • Asset management and file sharing tools • Analytics & feedback tools. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>using flow diagrams or mapping tools. For example, who reports to whom within each department.</p> <p>Activity: Organize students to create a preliminary version of the organizational chart, outlining all the roles and departments.</p>			<p>explain:</p> <ul style="list-style-type: none"> Importance of preparing organisation charts. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while handling equipment and design projects Waste disposal 		
		(c) Preparing motivation schemes	<p>Brainstorm: Guide students to explain the concept of preparing motivation schemes, explain the importance of preparing motivation schemes and apply procedures for preparing motivation schemes.</p>	<ul style="list-style-type: none"> Select and use tools. Apply procedures for preparing motivation schemes. Observe safety precautions Maintain a clean and organized workspace. 	Prepare motivation schemes as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to prepare motivation schemes.</p> <p>Principles: The student should explain the principles of preparing motivation schemes.</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Analytics and reporting tools Branding tools Project management tools Collaboration and communication tools Analytics and reporting tools Asset management and file sharing tools Analytics & 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Practical Work: Guide the students to create a brainstorming session to identify short- and long-term goals. Use SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound).</p> <p>Activity: Organize students to create team meetings where peers can nominate each other for achievements. Gamify recognition with badges, leader boards, or “Employee of the Month” programs.</p>			<p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Importance of preparing motivation schemes. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while handling equipment and design projects Waste disposal 	feedback tools.	
		(d) Training for work performance	<p>Brainstorm: Guide students to explain the concept of training for work performance,</p>	<ul style="list-style-type: none"> Select and use tools. Apply procedures for training for 	Train for work performance as per required	<p>Knowledge evidence: Detailed knowledge of: Method used: The</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Analytics and reporting tools 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>explain the importance of training for work performance and apply procedures for training for work performance.</p> <p>Practical Work: Guide the students to participate in activities such as fixing equipment, building prototypes, or using specialized software/tools.</p> <p>Activity: Organize students to work in teams to complete tasks or projects that simulate real job situations (such as brainstorming, designing solutions).</p>	<p>work performance.</p> <ul style="list-style-type: none"> • Maintain a clean and organized workspace. • Observe safety precautions 	standard.	<p>student should explain how to train for work performance.</p> <p>Principles: The student should explain the principles of training for work performance.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of training for work performance. • Importance of training for work performance. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 	<ul style="list-style-type: none"> • Branding tools • Project management tools • Collaboration and communication tools • Analytics and reporting tools • Asset management and file sharing tools • Analytics & feedback tools. 	
		(e) Training	Brainstorm:	<ul style="list-style-type: none"> • Select and use 	Train staff as	Knowledge	The following tools and	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		staff	<p>Guide students to explain the concept of training staff, explain the importance of training staff and apply procedures for training staff.</p> <p>Practical Work: Guide the students to use a software simulation to train employees on operating a new system or process, or simulate emergency response procedures in a safe setting.</p> <p>Activity: Organize students to present staff with a business challenge or customer situation and ask them to devise a solution, explaining their</p>	<p>tools.</p> <ul style="list-style-type: none"> • Apply procedures for training staff. • Observe safety precautions • Maintain a clean and organized workspace. 	per required standard.	<p>evidence: Detailed knowledge of: Method used: The student should explain how to train staff.</p> <p>Principles: The student should explain the principles of training staff.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of training staff. • Importance of training staff. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 	<p>equipment are to be available: -</p> <ul style="list-style-type: none"> • Analytics and reporting Tools • Branding tools • Project management tools • Collaboration and communication tools • Analytics and reporting tools • Asset management and file sharing tools • Analytics & feedback tools. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			reasoning and steps.					
		(f) Assessing work performance	<p>Brainstorm: Guide students to explain the concept of assessing work performance, explain the importance of assessing work performance and apply procedures for assessing work performance.</p> <p>Practical Work: Guide the students to present the employee with real-world scenarios that require critical thinking, problem-solving, and decision-making. Evaluate how effectively they identify problems, analyse situations, and come up with viable solutions.</p>	<ul style="list-style-type: none"> Select and use tools. Apply procedures for assessing work performance. Observe safety precautions Maintain a clean and organized workspace. 	Assess work performance as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to assess work performance.</p> <p>Principles: The student should explain the assessing work performance.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The concept of assessing work performance. Importance of assessing work performance. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions 	The following tools and equipment are to be available: - <ul style="list-style-type: none"> Analytics and reporting tools Branding tools Project management tools Collaboration and communication tools Analytics and reporting tools Asset management and file sharing tools Analytics & feedback tools. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Activity: Organize students to team members in a group to evaluate each other's contributions and teamwork abilities.</p>			<p>while handling equipment and design projects</p> <ul style="list-style-type: none"> Waste disposal 		
		(g) Writing performance reports	<p>Brainstorm: Guide students to explain the concept of writing performance reports, explain the importance of writing performance reports and apply procedures for writing performance reports.</p> <p>Practical Work: Guide the students to practice writing performance reviews based on multi-source feedback.</p> <p>Activity: Organize students</p>	<ul style="list-style-type: none"> Select and use tools. Apply steps for writing performance reports. Observe safety precautions Maintain a clean and organized workspace. 	Write performance reports as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to write performance reports.</p> <p>Principles: The student should explain the principles of writing performance reports. Theories: The student should explain:</p> <ul style="list-style-type: none"> The concept of writing performance reports. Types of performance reports Functions and 	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> Analytics and reporting Tools Branding tools Project management tools Collaboration and communication tools Analytics and reporting tools Asset management and file sharing tools Analytics & feedback tools. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			to write a report detailing strengths, areas for improvement and actionable recommendations.			importance of writing performance reports. Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal • First Aid 		
	3.4 Performing branding and business marketing strategies	(a) Performing branding strategy	Brainstorm: Guide students to explain the concept of performing branding strategy, explain the importance of performing branding strategy and apply procedures for performing branding strategy. Practical Work:	<ul style="list-style-type: none"> • Select and use tools. • Apply procedures for performing branding strategy. • Observe safety precautions • Maintain a clean and organized workspace. 	Perform branding strategy as per required standard.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform branding strategy. Principles: The student should explain the principles of performing branding strategy.	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Analytics and reporting tools • Branding tools • Project management tools • Collaboration and communication tools • Analytics and reporting tools • Asset management and file sharing tools • Analytics & feedback tools. 	247

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Guide the students to design their brand's visual identity and define its voice and tone across all communication.</p> <p>Activity: Organize students to conduct thorough market research to understand the needs, behaviours, and demographics of the target audience.</p>			<p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of performing branding strategy. • Key-terms used in performing branding strategy. • Functions of performing branding strategy • Importance of creating arcs in motion graphics. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 		
		(b) Creating marketing strategies	<p>Brainstorm: Guide students to explain the concept</p>	<ul style="list-style-type: none"> • Select and use tools. • Apply 	Create marketing strategies as	<p>Knowledge evidence: Detailed knowledge</p>	The following tools and equipment are to be available: -	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>of creating marketing strategies, explain the importance of creating marketing strategies and apply procedures for creating marketing strategies.</p> <p>Practical Work: Guide the students to develop specific campaigns tied to your objectives (such as product launch, seasonal promotion, or awareness campaign).</p> <p>Activity: Organize students to create surveys or conduct interviews with current or potential customers to gather insights into their needs, preferences and</p>	<p>procedures for creating marketing strategies.</p> <ul style="list-style-type: none"> • Observe safety precautions • Maintain a clean and organized workspace. 	per required standard.	<p>of: Method used: The student should explain how to create marketing strategies.</p> <p>Principles: The student should explain the creating marketing strategies.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of creating marketing strategies. • Importance of creating marketing strategies. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and 	<ul style="list-style-type: none"> • Analytics and reporting tools • Branding tools • Project management tools • Collaboration and communication tools • Analytics and reporting tools • Asset management and file sharing tools • Analytics & feedback tools. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			pain points.			design projects • Waste disposal		
		(c) Performing business networking	<p>Brainstorm: Guide students to explain the concept of perform business networking, explain the importance of perform business networking and apply steps for perform business networking.</p> <p>Practical Work: Guide the students to reach out to potential business partners, clients, or collaborators via personalized and thoughtful emails.</p> <p>Activity: Organize students to make introductory calls to key individuals they want to network with. It</p>	<ul style="list-style-type: none"> • Select and use tools. • Apply steps for perform business networking. • Observe safety precautions • Maintain a clean and organized workspace. 	Perform business networking as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform business networking. Principles: The student should explain the perform business networking.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of performing business networking. • Types of business networking. • Importance of perform business networking. <p>Circumstantial</p>	The following tools and equipment are to be available: -	<ul style="list-style-type: none"> • Analytics and reporting tools • Branding tools • Project management tools • Collaboration and communication tools • Analytics and reporting tools • Asset management and file sharing tools • Analytics & feedback tools.

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			can help to establish a personal connection.			knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 		
		(d) Creating print and digital portfolio	Brainstorm: Guide students to explain the concept of creating print and digital portfolio, explain the importance of creating print and digital portfolio and apply procedures for creating print and digital portfolio. Practical Work: Guide the students to create a list of works to include, categorizing them by type (such as graphic design, photography, digital art).	<ul style="list-style-type: none"> • Select and use tools. • Apply procedures for creating print and digital portfolio. • Observe safety precautions • Maintain a clean and organized workspace. 	Create print and digital portfolio as per required standard.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create print and digital portfolio. Principles: The student should explain the principles of creating print and digital portfolio. Theories: The student should explain: <ul style="list-style-type: none"> • The concept of creating print and digital portfolio. 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Analytics and reporting tools • Branding tools • Project management tools • Collaboration and communication tools • Analytics and reporting tools • Asset management and file sharing tools • Analytics & feedback tools. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Activity: Organize students to use web design tools or portfolio to create a clean, easy-to-navigate site. Customize the design to match your personal branding (colours, fonts, and logos).</p>			<ul style="list-style-type: none"> • Functions and importance of creating print and digital portfolio. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 		
		(e) Creating marketing proposal	<p>Brainstorm: Guide students to explain the concept of creating marketing proposal, explain the importance of creating marketing proposal and apply procedures for creating marketing proposal.</p> <p>Practical Work: Guide the students to create a rough</p>	<ul style="list-style-type: none"> • Select and use tools. • Apply procedures for creating marketing proposal. • Observe safety precautions • Maintain a clean and organized workspace. 	Create marketing proposal as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create marketing proposal.</p> <p>Principles: The student should explain the principles of creating marketing proposal.</p> <p>Theories: The</p>	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Analytics and reporting tools • Branding tools • Project management tools • Collaboration and communication tools • Analytics and reporting tools • Asset management and file sharing tools • Analytics & feedback tools. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>draft of the proposed marketing strategy.</p> <p>Activity: Organize students to decide on the marketing channels to be used (digital, print, social media), then choose marketing tactics (content marketing, influencer partnerships, paid ads). Develop a messaging strategy, brand voice, and creative direction.</p>			<p>student should explain:</p> <ul style="list-style-type: none"> • The concept of creating marketing proposal. • Functions of creating marketing proposal • Key-terms used in creating marketing proposal • Importance of creating marketing proposal. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 		
		(f) Demonstrating business	Brainstorm: Guide students to explain the concept	<ul style="list-style-type: none"> • Select and use tools. • Apply 	Demonstrate business presentation	Knowledge evidence: Detailed knowledge	The following tools and equipment are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		presentation	<p>of demonstrating business presentation, explain the importance of demonstrating business presentation and apply procedures for demonstrating business presentation.</p> <p>Practical Work: Guide the students to develop and deliver a business presentation in a group setting.</p> <p>Activity: Organize students to watch a business presentation and have participants evaluate it based on: content quality, delivery style, visual aids and their effectiveness and audience engagement then,</p>	<p>procedures for demonstrating business presentation.</p> <ul style="list-style-type: none"> • Observe safety precautions • Maintain a clean and organized workspace. 	as per required standard.	<p>of: Method used: The student should explain how to demonstrate business presentation.</p> <p>Principles: The student should explain the demonstrating business presentation.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of demonstrating business presentation. • Importance of demonstrating business presentation. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions 	<ul style="list-style-type: none"> • Analytics and reporting tools • Branding tools • Project management tools • Collaboration and communication tools • Analytics and reporting tools • Asset management and file sharing tools • Analytics & feedback tools. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			discuss as a group what worked well and what could be improved.			while handling equipment and design projects <ul style="list-style-type: none"> Waste disposal 		
	3.5 Carryout quality control	(a) Performing packaging and labelling	<p>Brainstorm: Guide students to explain the concept of performing packaging and labelling, describe types of packaging and labelling explain the importance of performing packaging and labelling.</p> <p>Practical Work: Guide the students to create and verify that labels are correctly applied and readable.</p> <p>Activity: Organize students to ensure the design label</p>	<ul style="list-style-type: none"> Select and use tools. Apply procedures for performing packaging and labelling. Observe safety precautions Maintain a clean and organized workspace. 	Perform packaging and labelling as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform packaging and labelling.</p> <p>Principles: The student should explain the principles of performing packaging and labelling.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The concept of performing packaging and labelling. Importance of 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Labelling tools Weighing and shipping tools Packing materials tool Measuring and Cutting tools Branding tools Conveyors and handling equipment Project management tools Inventory and tracking Tools Protective equipment and safety tools Asset management and file sharing tools Analytics & feedback tools. 	76

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			include all required information: product name, ingredients (if applicable), barcode, expiration date, handling instructions then verify that the label design is consistent with the branding guidelines			performing packaging and labelling. Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Safety precautions while handling equipment and design projects • Waste disposal 		
		(b) Performing storage	<p>Brainstorm: Guide students to explain the concept of performing storage, explain the importance of performing storage and apply procedures for performing storage.</p> <p>Practical Work: Guide the students to create and set up adjustable shelving units for storing smaller packaging items like tapes,</p>	<ul style="list-style-type: none"> • Select and use tools. • Apply procedures for performing storage. • Observe safety precautions • Maintain a clean and organized workspace. 	Perform storage as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform storage.</p> <p>Principles: The student should explain the principles of performing storage.</p> <p>Theories: The student should explain:</p>	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Measuring and Cutting tools • Branding tools • Conveyors and handling equipment • Project management tools • Inventory and tracking Tools • Protective equipment and safety tools • Asset management and file sharing tools • Analytics & feedback tools. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			boxes and other small materials. Shelves should be adjustable to accommodate different sizes. Activity: Organize students to design the storage layout so that packaging materials are easily accessible from packing areas, reducing time spent retrieving materials.			<ul style="list-style-type: none"> The concept of performing storage. Importance of performing storage. Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Safety precautions while handling equipment. Waste disposal 		
		(c) Carrying out distribution	Brainstorm: Guide students to explain the concept of carrying out distribution, explain the importance of carrying out distribution and apply procedures for carrying out distribution. Practical Work:	<ul style="list-style-type: none"> Select and use tools. Apply procedures for carrying out distribution. Observe safety precautions Maintain a clean and organized workspace. 	Carryout distribution as per required standard.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to carry out distribution. Principles: The student should explain the principles of carrying out distribution.	The following tools and equipment are to be available: <ul style="list-style-type: none"> Measuring and Cutting tools Branding tools Conveyors and handling equipment Project management tools Inventory and tracking Tools Protective equipment and safety tools 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Guide the students to create monitor the packaging and distribution process to identify areas for improvement.</p> <p>Activity: Organize students to select the appropriate shipping method based on delivery timelines, cost, and product type (such as air freight, sea freight, courier services) then coordinate with transport companies for timely pickups and deliveries. Ensure that all necessary shipping documentation.</p>			<p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of carrying out distribution. • Importance of carrying out distribution. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling equipment. • Waste disposal 	<ul style="list-style-type: none"> • Asset management and file sharing tools • Analytics & feedback tools. 	
4.0 Creating graphic design project	4.1 Creating project planning	(a) Creating project themes	<p>Brainstorm: Guide students to understand the concept of central</p>	<ul style="list-style-type: none"> • Select tools and equipment • Understand the Project Brief 	Create project themes as per required standard.	<p>Knowledge evidence: Detailed knowledge of:</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper 	76

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>idea, target audience, brand alignment, unified visual language, mood and emotion, creativity and originality.</p> <p>Practical Work: Guide students to create a mood board for a hypothetical branding project. Include a cohesive colour palette, typography samples, imagery, and textures that represent a theme of your choice</p> <p>Activity: Organize students into manageable groups to analyze an existing graphic design project. Identify</p>	<ul style="list-style-type: none"> • Conduct Research • Create Mind Mapping • Craft a Central Theme • Create Visual Elements for the Theme • Align the Theme with the Brand Identity • Sketch Initial Concepts • Test the Theme • Safety procedures. • equipment and workplace • Store/Keep equipment 		<p>Method used: The student should explain how to create project themes as per required standard.</p> <p>Principles: The student should explain the principle of how to create project themes as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for creating project themes • Types of project theme • Importance of creating project theme. • Uses of project theme • Tools used to create project theme <p>Circumstantial knowledge Detailed knowledge</p>	<ul style="list-style-type: none"> • Pencils • Pencil sharpener • Erasers • Pastels • Brushes • Watercolours (Poster or Acrylic) • Colour Palette • Rulers • Protractors • Compass • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution computer monitors • High-quality printers Offset or digital printing machines capable of handling CMYK • Industry standard graphic design software 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			its project theme and visual elements used. Illustrate how effectively the theme is to communicate and suggest one/two improvement that could enhance the theme's impact.			about: <ul style="list-style-type: none"> • Safety procedures while creating theme and using computer • First aid. • Environmental issues 		
		(b) Creating project name/title	Brainstorm: Guide students to understand how to create project name/title and perception of audience connection, brand and theme alignment, clarity and simplicity, keyword integration, cultural and linguistic sensitivity, visual and aesthetic alignment	<ul style="list-style-type: none"> • Select tools and equipment • Understand the Project Brief • Conduct Research • Create Mind Mapping • Craft a Central Name/title • Make it eep Simple and Memorable • Create to Reflect the Project's Essence • Test for Relevance and Uniqueness • Incorporate Creativity 	Create project name/title as per required standard.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create project name/title as per required standard. Principles: The student should explain the principle of how to create project name/title as per required standard. Theories: The	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils • Pencil Sharpener • Erasers • Pastels • Brushes • Watercolours (Poster or Acrylic) • Colour Palette • Rulers • Protractors • Compass • High-quality computers with excellent graphics capabilities. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Practical Work: Guide students to create a list of 10 potential project names by combining keywords related to the project's purpose, audience, and concept.</p> <p>Activity: Work in pairs or small groups to create a project name for a fictional event, such as a music festival or art exhibition.</p>	<ul style="list-style-type: none"> • Safety procedures. • equipment and workplace • Store/Keep equipment. 		<p>student should explain:</p> <ul style="list-style-type: none"> • Key terms for creating project name/title • Types of project name/title • Importance of creating project name/title. • Uses of project name/title • Tools used to create project name/title <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while creating name/title and using computer • First aid. • Environmental issues 	<ul style="list-style-type: none"> • Computer mouse • High-resolution computer monitors • High-quality printers Offset or digital printing machines capable of handling CMYK • Industry Standard Graphic Design Software 	
		(c) Creating design brief	<p>Brainstorm: Guide students to understand how to create design brief and awareness of</p>	<ul style="list-style-type: none"> • Select tools and equipment • Understand the Project Brief • Conduct Research 	Create design brief as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>target audience, project scope and deliverables, budget and timeline, brand identity and values, creative direction and design preferences.</p> <p>-</p> <p>Practical Work: Imagine you are working with a client who wants a new logo for their organic food brand. Create a design brief that includes the project overview, target audience, key deliverables, and brand identity. Make sure to outline the timeline and budget constraints for the project.</p> <p>Activity:</p>	<ul style="list-style-type: none"> ● Identify the Target Audience ● Create the Project Scope and Timeline ● Craft the Brand Identity ● Create Creative Direction ● Set the Budget ● Outline Technical Requirements ● Include Client Expectations ● List Constraints and Challenges ● Create Contact Information ● Safety procedures. ● equipment and workplace ● Store/Keep equipment 		<p>student should explain how to create design brief as per required standard.</p> <p>Principles: The student should explain the principle of how to create design brief as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> ● Key terms for creating design brief ● Types of design brief ● Importance of design brief ● Uses of design brief ● Tools used to create design brief <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> ● Safety 	<ul style="list-style-type: none"> ● Pencil sharpener ● Erasers ● Pastels ● Brushes ● Watercolours (Poster or Acrylic) ● Colour Palette ● Rulers ● Protractors ● Compass ● High-quality computers with excellent graphics capabilities. ● Computer mouse ● High-resolution computer monitors ● High-quality printers Offset or digital printing machines capable of handling CMYK ● Industry standard graphic design software 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			In small groups, review a sample design brief (can be provided by the instructor or found online). Discuss how well it defines the project goals, target audience, and design elements. Share any suggestions for improvement, and present your findings to the class.			<p>procedures while creating design brief and using computer</p> <ul style="list-style-type: none"> • First aid. • Environmental issues 		
		(d) Creating mind mapping (sketches)	<p>Brainstorm: Guide students to understand how to create mind mapping (Sketches) and concept such as central theme, branching categories, subcategories and detailed ideas, visual representation</p>	<ul style="list-style-type: none"> • Select tools and equipment • Understand the project brief • Conduct research • Create the central theme. • Branch out into key concepts • Expand each category • Use visual hierarchy and grouping 	Create mind mapping (sketches) as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create mind mapping (Sketches) as per required standard. Principles: The student should explain the principle</p>	The following tools and equipment are to be available: -	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>(sketches and doodles) and creative process</p> <p>Practical Work: Imagine you are designing the branding for a new eco-friendly clothing line. Create a mind map that includes key concepts such as target audience, brand values, colour palette, typography, and logo design. Ensure to include sketches for visual references.</p> <p>Activity: Create a mind map for a logo design project. Start by exploring different themes and visual elements that could represent</p>	<ul style="list-style-type: none"> Experiment with visual and conceptual Variations Keep It fluid and iterative Focus on key takeaways and ideas Safety procedures. equipment and workplace Store/Keep equipment 		<p>of how to create mind mapping (Sketches) as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Key terms for creating mind mapping (Sketches) Types of mind mapping (Sketches) Importance of create mind mapping (Sketches) Uses of create mind mapping (Sketches) Tools used to create mind mapping (Sketches) <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety procedures 	<ul style="list-style-type: none"> Compass High-quality computers with excellent graphics capabilities. Computer mouse High-resolution computer monitors High-quality printers Offset or digital printing machines capable of handling CMYK Industry standard graphic design software 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			the brand. Once the mind map is complete, present the initial concept sketches and explain how each element in the map influenced your design direction.			while creating mind mapping (Sketches) and using computer <ul style="list-style-type: none"> • First aid. • Environmental issues 		
		(e) Performing project ideas	<p>Brainstorm: Guide students to understand how to perform project ideas and concept such as project brief, research & inspiration, mind mapping, sketching & conceptualization, visual language and exploring themes.</p> <p>Practical Work: Design a visual identity for a new eco-friendly product brand, including a logo,</p>	<ul style="list-style-type: none"> • Select tools and equipment • Understand the Project Brief • Conduct Research • Create mind Mapping • Sketch Initial Concepts • Create Design Themes • Craft Concept Prototypes • Evaluate and Select the Best Concept • Create Final Design • Create Document for Creative Process 	Performing project ideas as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to performing project ideas as per required standard.</p> <p>Principles: The student should explain the principle of how to perform project ideas as per required standard.</p> <p>Theories: The student should explain:</p>	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils • Pencil Sharpener • Erasers • Pastels • Brushes • Watercolours (Poster or Acrylic) • Colour Palette • Rulers • Protractors • Compass • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>colour palette, and typography. Justify how each design element represents the brand's values.</p> <p>Activity: In a group, design a visual identity for a fictional company, focusing on logo creation, typography, and colour palette. Discuss how your design reflects the brand's identity and message.</p>	<ul style="list-style-type: none"> • Safety procedures. • equipment and workplace • Store/Keep equipment 		<ul style="list-style-type: none"> • Key terms for performing project ideas • Importance of performing project ideas • Tools used to perform project ideas <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while performing project ideas and using computer • First aid. • Environmental issues 	<p>computer monitors</p> <ul style="list-style-type: none"> • High-quality printers Offset or digital printing machines capable of handling CMYK • Industry standard graphic design software 	
	4.2 Creating final graphic design projects	(a) Creating visual identity	<p>Brainstorm: Guide students to understand how to create visual identity and terminologies such as logo design, colour</p>	<ul style="list-style-type: none"> • Select tools and equipment • Understand the brand • Conduct Research • Create Core Elements of Visual Identity 	Create visual identity as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create visual identity as per</p>	<p>The following tools and equipment are to be available: -</p> <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils • Pencil sharpener • Erasers • Pastels 	437

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				Process Assessment	Services Assessment	Knowledge Assessment		
			palette, typography, visual consistency, imagery and iconography Practical Work: Create a visual identity for a new start up that focuses on sustainable fashion. Develop a logo, colour palette, typography, and imagery style that reflects the brand's values of sustainability and modern style. Create a mood board to support your design choices and provide a rationale for how each element aligns with the brand's message.	<ul style="list-style-type: none"> • Create Supporting Design Elements • Craft Prototype • Finalize and Deliver Assets • Safety procedures. • equipment and workplace • Store/Keep equipment 		required standard. Principles: The student should explain the principle of how to create visual identity as per required standard. Theories: The student should explain: <ul style="list-style-type: none"> • Key terms for visual identity • Elements of visual identity • Importance of creating visual identity • Tools used to create visual identity Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety procedures while creating visual identity and using computer 	<ul style="list-style-type: none"> • Brushes • Watercolours (Poster or Acrylic) • Colour Palette • Rulers • Protractors • Compass • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution computer monitors • High-quality printers Offset or digital printing machines capable of handling CMYK • Industry standard graphic design software 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Activity: In a group, choose a fictional company (e.g., a tech company, a cafe, or a fitness brand) and design a logo and brand style guide. Present the brand's visual identity elements such as logo, colour palette, and font choices.</p>			<ul style="list-style-type: none"> • First aid. • Environmental issues 		
		(b) Making brand guidelines	<p>Brainstorm: Guide students to understand how to create visual identity and terminologies such as logo design, colour palette, typography, visual consistency, imagery and iconography</p>	<ul style="list-style-type: none"> • Select tools and equipment • Understand the brand • Conduct Research • Create Logo Usage Guidelines • Create colour Palette • Craft typography Guidelines • Create imagery and Graphics 	Create visual identity as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create visual identity as per required standard. Principles: The student should explain the principle of how to create</p>	The following tools and equipment are to be available: -	<ul style="list-style-type: none"> • Sketchbooks/paper • Pencils • Pencil sharpener • Erasers • Pastels • Brushes • Watercolours (Poster or Acrylic) • Colour palette • Rulers • Protractors

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Practical Work: Create a set of brand guidelines for a new tech company, including logo usage, colour palette, typography, and imagery. Provide clear instructions on how to apply the brand elements across digital and print materials.</p> <p>Activity: In a group, create brand guidelines for a new company ensuring the logo, colour palette, and typography align with the company's mission and target audience. Present your guidelines and explain how</p>	<ul style="list-style-type: none"> • Create Stationery and Collateral • Safety procedures. • equipment and workplace • Store/Keep equipment 		<p>visual identity as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for visual identity • Elements of visual identity • Importance of creating visual identity • Tools used to create visual identity <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while creating visual identity and using computer • First aid. • Environmental issues 	<ul style="list-style-type: none"> • Compass • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution computer monitors • High-quality printers Offset or digital printing machines capable of handling CMYK • Industry standard graphic design software 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			each element supports the brand's identity.					
		(c) Creating stationery	<p>Brainstorm: Guide students to understand how to create stationery and concept such as brand identity representation, versatility and consistency, professional and clean layout and creative design features.</p> <p>Practical Work: Design a set of stationery design for a startup company, including business cards, letterheads, and envelopes, ensuring all elements align with the brand's visual identity. Provide mock-ups</p>	<ul style="list-style-type: none"> • Select tools and equipment • Understand the Brand's Identity • Conduct Research • Craft stationery design i.e. Business Cards, identity card, Letterhead, invoice and envelop, • Create Consistency Across All Stationery • Safety procedures. • equipment and workplace • Store/Keep equipment 	Create stationery as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create stationery as per required standard.</p> <p>Principles: The student should explain the principle of how to create stationery as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for create stationery • Elements of creating stationery • Importance of creating stationery 	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils • Pencil sharpener • Erasers • Pastels • Brushes • Watercolours (Poster or Acrylic) • Colour palette • Rulers • Protractors • Compass • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution computer monitors • High-quality printers Offset or digital printing machines capable of handling CMYK • Industry standard 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			and a rationale for your design choices. Activity: In a group, design a comprehensive stationery set for a non-profit organization, including letterheads, envelopes, and notebook.			<ul style="list-style-type: none"> Tools used to create stationery Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> Safety procedures while creating stationery and using computer First aid. Environmental issues 	graphic design software.	
		(d) Creating promotional materials	Brainstorm: Guide students to understand how to create promotional materials and concept such as audience-centric approach, strong visual hierarchy, consistency with branding, call-to-action, versatility across platforms, high-quality	<ul style="list-style-type: none"> Select tools and equipment Create goal and Purpose Conduct Research Create and Organize Content Craft a Design Plan Create the Visuals and Incorporate Branding Elements 	Create promotional materials as per required standard.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create promotional materials as per required standard. Principles: The student should explain the principle of how to create	The following tools and equipment are to be available: - <ul style="list-style-type: none"> Sketchbooks/paper Pencils Pencil sharpener Erasers Pastels Brushes Watercolours (Poster or Acrylic) Colour palette Rulers Protractors Compass 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>visuals and content and optimization for mediums</p> <p>Practical Work: Design a flyer to promote a local event, ensuring the layout includes a clear headline, visuals, and a call-to-action.</p> <p>Activity: Analyze three examples of promotional materials and identify their strengths and areas for improvement based on design principles.</p>	<ul style="list-style-type: none"> • Optimize for the Medium • Create Strong Call-to-Action • Safety procedures. • equipment and workplace • Store/Keep equipment 		<p>promotional materials as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for creating promotional materials • Uses of promotional materials • Importance of creating stationery • Tools used to create promotional materials <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while creating promotional materials and using computer 	<ul style="list-style-type: none"> • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution computer monitors • High-quality printers Offset or digital printing machines capable of handling CMYK • Industry standard graphic design software 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • First aid. • Environmental issues 		
		(e) Creating a motion graphics project (advert)	<p>Brainstorm: Guide students to understand how to create a motion graphics project (advert) and understand terminologies such as animation, keyframes, motion path, frame rate, transitions, rendering, layers, tracking anchor point, bezier curve, camera and track matte</p> <p>Practical Work Create a concept, script and storyboard for a 60 second motion graphics advertisement. Animate a product</p>	<ul style="list-style-type: none"> • Select tools and equipment • Create goal and Purpose • Conduct Research • Create a Concept and Script • Create a Storyboard • Design the Visual Elements • Choose Appropriate Tools and Software • Animate the Graphics • Integrate Sound and Music • Refine and export the video • Safety procedures. • equipment and workplace • Store/Keep equipment 	Create a motion graphics project (advert) as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to create a motion graphics project (advert) as per required standard.</p> <p>Principles: The student should explain the principle of how to create a motion graphics project (advert) as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for creating a motion graphics project (advert) • Types of motion 	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils • Pencil Sharpener • Erasers • High-performance Computer or Workstation with excellent graphics capabilities. • Computer mouse • High-resolution computer monitors • High-quality printers Offset or digital printing machines capable of handling CMYK • Industry standard motion graphics software • Industry standard graphic design software • Plugins and effects • Industry standard 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			advertisement using motion graphics software, incorporating text, icons, and transitions that align with the brand identity. Activity: Create a concept and script for a motion graphics advertisement aimed at promoting a new product or service.			<ul style="list-style-type: none"> graphics project (advert) • Uses of motion graphics project (advert) • Importance of creating a motion graphics project (advert) • Tools used to create a motion graphics project (advert) <p>Circumstantial knowledge Detailed knowledge about: Safety procedures while creating motion graphics project (advert) and using computer</p> <ul style="list-style-type: none"> • First aid. • Environmental issues 	Audio software <ul style="list-style-type: none"> • Headphones • Microphone • External hard Drive/storage 	
		(f) Creating a display structure	Brainstorm: Guide students to understand how to	<ul style="list-style-type: none"> • Select tools and equipment • Create goal and 	Create a display structure as	Knowledge evidence: Detailed knowledge	The following tools and equipment are to be available: -	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>create a display structure and understand terminologies such as visual appeal, product placement, space optimization, durability and material selection and structural integrity.</p> <p>Practical Work Create a display structure/stand that emphasizes brand identity and includes interactive elements.</p> <p>Activity: Choose a product to showcase on a display structure/stand and design its layout.</p>	<p>Purpose</p> <ul style="list-style-type: none"> • Conduct Research • Create the Type of Display Structure/stand • Craft Dimensions and Layout • Design Visual arrangement • Create Display Structure/stand • Safety procedures. • equipment and workplace • Store/Keep equipment 	per required standard.	<p>of: Method used: The student should explain how to create a display structure as per required standard.</p> <p>Principles: The student should explain the principle of how to create a display structure as per required standard.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for creating a display structure • Types of display structure • Uses of display structure • Importance of creating display structure • Tools used to create display structure 	<ul style="list-style-type: none"> • Sketchbooks/paper • Pencils • Pencil sharpener • Erasers • Pastels • Brushes • Paints (Oil or Acrylic) • Colour palette • Rulers • Protractors • Compass • Measuring tape • Square (carpenter's Square or speed square) • Marking gauge • Wood glue • Clamps • Wood screws • Chisels • Laser level or spirit level • Cutting tools knives) • Cutting tools (scissors) • Cutting Tools (Saw) • Power Drill • Screwdrivers • Stapler or Tacker • Nail Gun or Hammer • Wood or MDF Boards • High-quality 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						Circumstantial knowledge Detailed knowledge about: Safety procedures while creating a display/stand <ul style="list-style-type: none"> • First aid. • Environmental issues 	computers with excellent graphics capabilities. <ul style="list-style-type: none"> • Computer mouse • High-resolution computer monitors • Industry Standard Graphic Design Software • Safety Glasses or Goggles • Dust Mask or Respirator • Gloves 	
		(g) Preparing final design for rendering production and printing process	Brainstorm: Guide students to understand how to prepare final design for rendering production and printing process. Identify terminologies such as file preparation, resolution and image quality, colour mode and profiles, bleeds and margins and	<ul style="list-style-type: none"> • Select tools and equipment • Review the design brief and requirements • Create and organize layers and files • Convert to correct colour mode • Create standard resolution • Set up bleeds, margins, and safe zones • Proof the design • Convert fonts to 	Prepare final design for rendering production and printing process as per required standard.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to prepare final design for rendering production and printing process as per required standard. Principles: The student should explain the principle	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Glossy paper • Binding tools • High -quality scanner • 3D rendering software • Video Editing Software: • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>file format.</p> <p>Practical Work Create a project that all files are properly set up for printing, including resolution, colour mode, and bleed specifications.</p> <p>Activity: Create a poster and ensure that all necessary steps to convert text to outlines are completed, assuring that fonts are embedded in the final design for production.</p>	<p>outlines</p> <ul style="list-style-type: none"> • File export and format • Safety procedures. • equipment and workplace • Store/keep equipment 		<p>of how to prepare final design for rendering production and printing process</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for preparing final design for rendering production and printing process • Uses of display structure • Importance of preparing final design for rendering production and printing process • Tools used to create final design for rendering production and printing process <p>Circumstantial knowledge Detailed knowledge</p>	<p>computer monitors</p> <ul style="list-style-type: none"> • High-quality printers Offset or digital printing machines capable of handling CMYK • Industry standard graphic design software • External storage devices • USB flash drive 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						about: <ul style="list-style-type: none"> • Safety procedures while preparing final design for rendering production and printing process • First aid. • Environmental issues 		
		(h) Inviting staff and students	<p>Brainstorm: Guide students to understand step by step on how to invite staff and trainees in graphic design project.</p> <p>Practical Work Design an invitation card for a graphic design project, ensuring that it includes all relevant project details and roles.</p> <p>Activity: Create a rough sketch layout for</p>	<ul style="list-style-type: none"> • Select tools and equipment • Prepare the project details • Create collaboration agenda • Create advert for event • Create an invitation email or message • Create a strategy for distributing an invitation email or message. • Create a strategy for receiving feedback 	Invite staff and trainees as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to invite staff and trainees as per required standard.</p> <p>Principles: The student should explain the principle of how to invite staff and trainees</p> <p>Theories: The student should explain:</p>	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Glossy Paper A4/A3 • Paper trimmer A4/13 • Binding Tools • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution computer monitors • High-quality printers Offset or digital printing machines capable of handling CMYK • Industry standard 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			an invitation card, ensuring that it includes all relevant project details and roles.	<ul style="list-style-type: none"> • Safety procedures. • equipment and workplace • Store/keep equipment 		<ul style="list-style-type: none"> • Key terms for inviting staff and trainees • Importance of invite staff and trainees • Tools used to invite staff and trainees <p>Circumstantial knowledge Detailed knowledge about: Safety procedures while inviting staff and trainees.</p> <ul style="list-style-type: none"> • First aid. • Environmental issues 	<p>graphic design software</p> <ul style="list-style-type: none"> • Email and social media platforms • Phone, postal Services or delivery tools • Attendance sheets 	
	4.3 Displaying final graphic design projects	(a) Selecting refined design projects for display	<p>Brainstorm: Guide students to understand step by step on how to select refined design projects for display final graphic design projects.</p> <p>Practical Work</p>	<ul style="list-style-type: none"> • Select tools and equipment • Create criteria for selection • Review the design process • Assess the technical execution • Consider the target audience 	Select refined design projects for display as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to select refined design projects for display as per required standard.</p>	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Visual and print Inspection tool • Pantone colour guides • Evaluation checklists • Binding tools • High-quality computers with 	27

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Create a checklist for evaluating a graphic design project for technical execution.</p> <p>Activity: Select five graphic design project, evaluate how designs selected for project display.</p>	<ul style="list-style-type: none"> • Create checklist. • Select projects for display • Prepare the projects for display • Safety procedures. • equipment and workplace • Store/keep equipment 		<p>Principles: The student should explain the principle of how select refined design projects for display.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for selecting refined design projects for display • Importance of selecting refined design projects for display • Tools used to select refined design projects for display <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while selecting refined design projects for 	<p>excellent graphics capabilities.</p> <ul style="list-style-type: none"> • Computer mouse • High-resolution computer monitors • High-quality printers Offset or digital printing machines capable of handling CMYK • Industry standard graphic design software • Cutting and trimming tools • Mounting and framing equipment 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						display and using computer <ul style="list-style-type: none"> • First aid. • Environmental issues 		
		(b) Arranging design projects in a systematic order	<p>Brainstorm: Guide students to understand step by step on how to arrange design projects in a systematic order to displaying final graphic design projects.</p> <p>Practical Work Create a layout for displaying design projects, ensuring the strongest pieces are placed at the beginning and end for maximum impact.</p> <p>Activity: Organize a set of design projects according to a</p>	<ul style="list-style-type: none"> • Select tools and equipment • Determine the display's purpose • Create criteria for arrangement • Categorize the projects • Create a flow • Create visual cohesion • Create viewing experience • Safety procedures. • equipment and workplace • Store/keep equipment 	Arrange design projects in a systematic order as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to arrange design projects in a systematic order as per required standard.</p> <p>Principles: The student should explain the principle of arrange design projects in a systematic order</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for arranging design 	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution computer monitors • Industry standard graphic design software • Labelling tools • Rulers and measuring tapes 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			specific narrative or theme, consider to arrange systematic.			projects in a systematic order <ul style="list-style-type: none"> • Importance of arranging design projects in a systematic order. • Tools used to arrange design projects in a systematic order Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety procedures while arranging design projects in a systematic order. • First aid. • Environmental issues 		
		(c) Mounting design projects on	Brainstorm: Guide students to understand step	<ul style="list-style-type: none"> • Select tools and equipment • Select the right 	Mount design projects on display	Knowledge evidence: Detailed knowledge	The following tools and equipment are to be available: -	

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				Process Assessment	Services Assessment	Knowledge Assessment		
		display structure	<p>by step on how to mount design projects on display structure for display final graphic design projects.</p> <p>Practical Work Mount designs of various sizes on a single display structure/ stand, ensuring that the layout remains balanced and visually appealing.</p> <p>Activity: Discuss advantages and challenges of using double-sided tape for mounting designs on a display structure/stand.</p>	<p>Display structure/stand</p> <ul style="list-style-type: none"> • Prepare your designs • Choose the right mounting method • Ensure Proper Positioning • Use labels or descriptions • Safety procedures. • equipment and workplace • Store/keep equipment 	structure as per required standard.	<p>of: Method used: The student should explain how to mount design projects on display structure as per required standard.</p> <p>Principles: The student should explain the principle of mounting design projects on display structure</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for mounting design projects on display structure • Importance mounting design projects on display structure • Tools used to mount design projects on display structure <p>Circumstantial</p>	<ul style="list-style-type: none"> • Adhesive tapes • Double-sided tape • Foam tape • Bulldog clips • Clamps • Hooks • Measuring tape • Rulers • Glue and adhesives • Clips and clamps • Hooks and hangers • Pins and tacks • Gloves • Screwdrivers and Screws • Staple guns • Drills and wall Anchors • Small ladder 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
						knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety procedures while arranging design projects in a systematic order. • First aid. • Environmental issues 		
		(d) Labelling refined design projects	Brainstorm: Guide students to understand step by step on how to label refined design projects for display final graphic design projects. Practical Work Create a label for a design project, including all necessary information such as project title, designer, medium,	<ul style="list-style-type: none"> • Select tools and equipment • Create a consistent label format • Create key information • Craft and place the labels appropriately • Use professional label materials • Align labels uniformly • Test label readability • Safety procedures. 	Label refined design projects as per required standard.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to label refined design projects as per required standard. Principles: The student should explain the principle of label refined design projects. Theories: The student should	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution computer monitors • High-quality printers • Offset or digital printing machines capable of handling CMYK • Industry standard graphic design software 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			and date, and test its visibility from a distance. Activity: Use sketches to illustrate steps by step on how to maintain consistency in label placement for multiple designs.	<ul style="list-style-type: none"> • equipment and workplace • Store/keep equipment 		explain: <ul style="list-style-type: none"> • Key terms for label refined design projects • Importance of labelling refined design projects • Tools used to label refined design projects Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety procedures while labelling refined design projects • First aid. • Environmental issues 	<ul style="list-style-type: none"> • Label design software • Paper cutter • Heat press machine • Label printers • Paper trimmer • Rotary cutter/scissors • QR Code Generators • Double-sided tape 	
		(e) Conducting project quality checks	Brainstorm: Guide students to understand step by step on how to conduct project quality checks for display final graphic design projects.	<ul style="list-style-type: none"> • Select tools and equipment • Create quality standards • Create a checklist for quality checks • Inspect visual presentation 	Conduct project quality checks as per required standard.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to conduct project quality checks as per	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Practical Work Create a quality check on a sample graphic design project display, focusing on visual consistency, label accuracy, and mounting stability.</p> <p>Activity: Collaborate in small groups to review and provide feedback on each other's project displays, identifying areas for improvement.</p>	<ul style="list-style-type: none"> • Verify content and test structural integrity • Safety procedures. • equipment and workplace • Store/keep equipment 		<p>required standard.</p> <p>Principles: The student should explain the principle of conduct project quality checks.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for conducting project quality checks • Importance of conducting project quality checks • Tools used to conduct project quality checks <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while conducting project quality 	<p>computer monitors</p> <ul style="list-style-type: none"> • High-quality printers Offset or digital printing machines capable of handling CMYK • Industry standard graphic design software. • Print testing tools • Colour calibration tools • Pantone bridge book 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						checks <ul style="list-style-type: none"> • First aid. • Environmental issues 		
		(f) Presenting the final graphic design projects	<p>Brainstorm: Guide students to understand step by step on how to present the final graphic design projects for display final graphic design projects.</p> <p>Practical Work Set up a mock presentation of your final graphic design projects, including proper labels and descriptions, and practice explaining your work to an audience.</p> <p>Activity: Create rough</p>	<ul style="list-style-type: none"> • Select tools and equipment • Understand the purpose of the display • Organize projects in logical order • Prepare supporting materials • Focus on visual presentation • Select the right display medium • Test the display setup • Perform quality checks • Finalize and showcase • Safety procedures. • equipment and workplace • Store/keep equipment 	Present the final graphic design projects as per required standard.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to present the final graphic design projects as per required standard.</p> <p>Principles: The student should explain the principle of present the final graphic design projects.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key terms for present the final graphic design projects • Importance of 	The following tools and equipment are to be available: - <ul style="list-style-type: none"> • Sketchbooks/paper • Pencils (HB, 2B, 4B) • Pencil Sharpener • Erasers • High-quality computers with excellent graphics capabilities. • Computer mouse • High-resolution computer monitors • High-quality Projector • Display structure/stand • Small ladder • Digital displays and screens • USB flash drives • External Hard Drives • External speakers/headphones • Monitor mounts or stands 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			sketch layout to demonstrate how final graphic design project display will look like by arranging and labelling all necessary information.			<p>presenting the final graphic design projects</p> <ul style="list-style-type: none"> • Tools used to present the final graphic design projects <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while present the final graphic design projects • First aid. • Environmental issues 	<ul style="list-style-type: none"> • Digital camera 	

References

Ministry of Education, Science and Technology. (2023). Syllabus for Ordinary Secondary Education, Form I–IV. Dar es Salaam: Tanzania Institute of Education