

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



**DRAWING AND PAINTING SYLLABUS FOR VOCATIONAL ORDINARY
SECONDARY EDUCATION FORM I – IV
2023**

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Abbreviations and Acronyms

CAD	Computer-Aided Design
ICT	Information Communication Technology
ISBN	International Standard Book Number
TIE	Tanzania Institute of Education

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Dr Aneth A. Komba

Director General

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1.0 Introduction

Drawing and Painting is an elective trade for Form I-IV students in the Vocational Ordinary Secondary Education pathway. The purpose of learning Drawing and Painting trade is to prepare the student to be creative in the field of Art and Design, and provide him or her with industrial specific knowledge, practical skills and career-focused training, that are direct applicable to specific industries or occupations. This trade enables the student to be equipped with fundamental principles, techniques and creative aspects of visual art. Furthermore, The trade provides deeper understanding and awareness of vocational opportunities both nationally and globally. It also serves as a bridge for the student to appreciate their culture and understand diverse cultures so as to relate well with people nationally and internationally.

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

2.0 Main Objectives of Education in Tanzania

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

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions and customs of tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;

- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the constitution of the United Republic of Tanzania and international conventions.

3.0 Objectives of Ordinary Secondary Education

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

- (a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Primary Education level;
- (b) Develop technical and entrepreneurial skills that will enable a student to employ himself or herself, to be employed and manage his or her life and environment appropriately;

- (c) Safeguard customs and traditions, national unity, national values, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
- (d) Strengthen communication using language skills;
- (e) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;
- (f) Strengthen accountability for cross-cutting social issues, including health, security, gender equality and sustainable environmental conservation; and
- (g) Develop readiness to continue with further vocational education.

4.0 General competences for Ordinary Secondary Education

The general competences for Ordinary Secondary Education-Vocational Education are to:

- (a) Use the knowledge, skills and attitudes acquired in the Primary Education stage to strengthen and expand vocational understanding;
- (b) Use the vocational skills in designing, inventing and creating things for a student to manage his/her life and solve challenges in society;
- (c) Appreciate citizenship and national values;
- (d) Use language skills;
- (e) Demonstrate self-confidence in learning various fields, including science and technology, theoretical and technical skills;
- (f) Adhere to safety rules and regulations in the use of vocational tools correctly; and
- (g) Use the knowledge and skills acquired for further vocational education and the life of work.

5.0 Main and Specific Competences

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

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

Main competence	Specific competences
1.0 Master Drawing and Painting	1.1 Master concepts, principles, elements of drawing and painting 1.2 Create drawing 1.3 Create painting 1.4 Preservation, marketing, network and exhibition

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

A good relationship between a teacher, student and parent or guardian is fundamental in ensuring successful learning. This section outlines roles for each participant in facilitating effective teaching and learning Drawing and Painting, as follows:

6.1 The Teacher

The teacher is expected to:

- (a) Help the student to learn and acquire the intended competences in Drawing and Painting;
- (b) Use teaching and learning approaches that will allow student with different needs and abilities to:
 - (i) Develop the competences needed in the 21st Century; and
 - (ii) Actively participate in the teaching and learning process.

- (c) Use student centred instructional strategies that make the student a centre of learning including those which allow student to think, reflect and search information from various sources. Other strategies include practical work, research, scientific experiments, group discussion and project work. Projects should be those which are geared toward solutions to real life problems.
- (d) Create a friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;
- (f) Conduct formative assessment regularly by using tools which assess theory and practical including brainstorming, checklist, experiments, questionnaire, face to face questions, classroom exercises, individual and group practicals, projects and portfolios. Other tools include tests, classroom presentation, mid-term, terminal and annual examinations.
- (g) Treat all the students equally irrespective of their differences;
- (h) Protect the student while at school;
- (i) Keep track of the student's daily progress;
- (j) Identify individual student's needs and provide the right intervention;
- (k) Involve parents/guardians and the society at large in the student's learning process;
- (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;
- (b) Participate in the search for knowledge from various sources including textbooks, reference books and other publications available in online libraries.

6.3 The Parent

The parent/guardian is expected to

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

7.0 Teaching and Learning Resources

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

8.0 Assessment

The assessment is an important part in the teaching and learning process. The teacher is strongly advised to use a wide selection of assessment tools in order to enable the student to develop ability to intergrating artworks with creative thinking to solve challenges in his or her environment. The assessment will enable the teacher to determine the quality of knowledge, skills and attitude (competences) a student has developed for the purpose of providing immediate remedial. Assessment of the student's progress will be undertaken in accordance with the criteria relating to assessment measures.

Therefore, continuous assessment will contribute 30% of the National Form IV Examination and National Examination will contribute 70%. Table 2 shows the distribution of marks in percentages (%).

Table 2: *Assessment Measures and their Contribution to Student Achievement*

Assessment Measures	Marks (%)
Standard VI National Assessment	7.5
Form II National Assessment	7.5
Form III Annual Examination	5
Project work conducted at the end of Form III	5
Form IV Mock Examination	5
Form IV National Examination	70
Total	100

9.0 Number of periods

The Drawing and Painting Syllabus for Vocational Ordinary Secondary Education I-IV provides estimates of the time that will be spent in teaching and learning, in consideration of the complexity of the specific competences and learning activities. Twenty-nine period of 40 minutes each have been allocated for this trade per week.

10.0 Teaching and Learning contents

The contents of this syllabus are presented in matrix form with six columns which include the main competences, specific competences, learning activities, assessment criteria, suggested resources, and number of periods as presented in Tables 2-5.

Form I

Table 3: *Detailed contents for Form I*

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master Drawing and Painting	1.1 Master concepts, Principles and elements of drawing and painting	(a) Explain the trade of drawing and painting	The trade of drawing and painting are correctly explained	Text books, reference books, online resources such as journals, pamphlets and other web-based materials from reliable sources	406
		(b) Master principles, elements and techniques of drawing and painting	Principles, elements and techniques of drawing and painting are well mastered	Graphite pencils, eraser, sketch board, paper, canvas, paint brushes, paints such as acrylic, oil, water colour, gouache, palette, water container, palette knife, easels, color wheel, reference materials, books, magazines, photographs, online visual references, lighting, fixatives, masking tape, cleaning supplies, adhesives	

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(c) Observe ethical, legal and safety issues related to drawing and painting	Ethical, legal and safety issues related to drawing and painting are well observed	Books, legal documents and online resources	
	1.2 Create drawings	(a) Create basic drawings from observation	Basic drawings from observation are well created	Graphite pencils, eraser, sketch board, paper, easels, lighting, fixative, masking tape, adhesives	309
		(b) Create basic drawings from imagination	Basic drawings from imagination are well created	Graphite pencils, eraser, sketch board, paper, easels lighting, fixative, rulers, making tape, adhesives	
		(c) Use CAD software to create basic drawings	CAD software are properly used to create basic drawings	Computers and relevant software such as Adobe photoshop, Adobe illustrator, Corel painter, Autodesk, Clip studio paint	

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
	1.3 Create paintings	(a) Create basic paintings from observation	Basic paintings from observation are well created	Graphite pencils, eraser, sketch board, paper, canvas, paint brushes, paints such as acrylic, oil, water colour, gouache, palette, water container, palette knife, easels, color wheel, lighting, fixative, masking tape, cleaning supplies, adhesives	300
		(b) Create basic paintings from imagination	Basic paintings from imagination are well created	Graphite pencils, eraser, sketch board, paper, canvas, paint brushes, paints such as acrylic, oil, water colour, gouache, palette, water container, palette knife, easels, color wheel, lighting, fixative, masking tape, cleaning supplies, adhesives	
		(c) Use CAD software to create basic paintings	CAD software are properly used to create basic paintings	Computer and relevant software such as Adobe photoshop, Adobe illustrator, Corel painter, Autodesk, Clip studio paint	

Form II

Table 4: *Details Contents for Form II*

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master Drawing and Painting	1.1 Create drawings	(a) Create observational drawing compositions by using pencil, charcoal, pen and ink	Observational drawing compositions are well created by using pencil, charcoal, pen and ink	Charcoal, pen and ink, graphite pencils, eraser, sketch board, paper, easels, lighting, fixative, masking tape, adhesives	490
		(b) Create imaginative drawing compositions by using pencil, charcoal, pen and ink	Imaginative drawing compositions by using pencil, charcoal, pen and ink are well created	Charcoal, pencil, pen and ink, graphite pencils, eraser, sketch board, paper, easels, photographs, lighting, fixative, masking tape, adhesives	
		(c) Create observational and imaginative drawings compositions by using CAD software	Observational and imaginative drawings compositions by using CAD software are well created	Computer and relevant software such as Adobe photoshop, Adobe illustrator, Corel painter, Autodesk, Clip studio paint	

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
	1.2 Create paintings	(a) Create observational painting compositions by using water and oil based colours	Observational painting compositions are well created by using water and oil-based colours	Graphite drawing pencils, eraser, sketch board, paper, canvas, paint brushes, paints such as acrylic, oil, water colour, gouache, palette, water container, palette knife, easels, color wheel, lighting, fixative, masking tape, cleaning supplies, adhesives	525
		(b) Create imaginative painting compositions by using water and oil based colours	Imaginative painting compositions are well created by using water and oil-based colours	Graphite pencils, eraser, sketch board, paper, canvas, paint brushes, paints such as acrylic, oil, water colour, gouache, palette, water container, Palette knife, easels, color wheel, lighting, fixative, masking tape, cleaning supplies, Adhesives	
		(c) Create observational and imaginative painting compositions by using CAD software	Observational and imaginative painting compositions are well created by using CAD software	Computer and relevant software such as Adobe photoshop, Adobe illustrator, Corel painter, Autodesk, Clip studio paint	

Form III

Table 5: *Details Contents for Form III*

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master Drawing and Painting	1.1 Create drawings	(a) Create observational drawing compositions of selected figures by using pencil, charcoal, pen and ink	Observational drawing compositions of selected figures are well created by using pencil, charcoal, pen and ink	Charcoal, pencil, pen and ink, graphite pencils, eraser, sketch board, paper, easels, figures to be drawn, lighting, fixative, masking tape, adhesives	485
		(b) Create imaginative drawing compositions based on selected themes by using pencil, charcoal, pen and ink	Imaginative drawing compositions based on selected themes are well created by using pencil, charcoal, pen and ink	Charcoal, pen, ink, graphite pencils, eraser, sketch board, paper, easels, lighting, fixative, masking tape, adhesives	
		(c) Create observational and imaginative drawing compositions of selected themes by using CAD software	Observational and imaginative drawing compositions of selected themes are well created by using CAD software	Computer and relevant software such as Adobe photoshop, Adobe illustrator, Corel painter, Autodesk, Clip studio paint	

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
	1.2 Create paintings	(a) Create observational painting compositions of selected figures by using water and oil based colours painting compositions	Observational painting compositions of selected figures are well created by using water and oil-based colours	Graphite pencils, eraser, sketch board, paper, canvas, paint brushes, paints such as acrylic, oil, water colour, gouache, figures to be drawn, palette, water container, palette, knife, easels, color wheel, lighting, fixative, masking tape, cleaning supplies, adhesives	530
		(b) Create imaginative painting compositions based on selected themes by using water and oil based colours	Imaginative painting compositions based on selected themes are well created by using water and oil-based colours	Graphite pencils, eraser, sketch board, paper, canvas, paint brushes, paints such as acrylic, oil, water colour, gouache, palette, water container, palette knife, easels, color wheel, lighting, fixative, masking tape, cleaning supplies, adhesives	
		(c) Create observational and imaginative painting compositions of selected themes by using CAD software	Observational and imaginative painting compositions of selected themes are well created by using CAD software	Computer and relevant software such as Adobe photoshop, Adobe illustrator, Corel painter, Autodesk, Clip studio paint	

Form IV

Table 6: *Detailed Contents for Form IV*

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master Drawing and Painting	1.1 Create drawings	(a) Create advanced observational drawing compositions of selected figures by using crayons and coloured pencils	Advanced observational drawing compositions of selected figures are well created by using crayons and coloured pencils	Crayons, coloured pencils, eraser, sketch board, paper, easels, figures to be drawn, lighting, fixative, masking tape, adhesives	388
		(b) Create advanced imaginative drawing compositions based on selected themes using crayons and coloured pencils	Advanced imaginative drawing compositions based on selected themes are well created using crayons and coloured pencils	Crayons, coloured pencils, eraser, sketch board, paper, easels, lighting, fixative, masking tape, adhesives	
		(c) Create advanced thematic drawing compositions by using CAD software	Advanced thematic drawing compositions are well created by using CAD software	Computer and relevant software such as Adobe photoshop, Adobe illustrator, Corel painter, Autodesk, Clip studio paint	

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
	1.2 Create paintings	(a) Create advanced observational painting compositions based on selected figure by using water and oil based colours	Advanced observational painting compositions based on selected figure are well created by using water and oil-based colours	Graphite drawing pencils, eraser, sketch board, canvas, paint brushes, paints such as acrylic, oil, water colours, figure to be drawn, gouache, palette, water container, palette knife, easels, color wheel, lighting, fixative, masking tape, cleaning supplies, adhesives	338
		(b) Create advanced imaginative painting compositions based on selected themes by using water and oil based colours	Advanced imaginative painting compositions based on selected themes are well created by using water and oil-based colours	Graphite drawing pencils, pencils, eraser, sketch board, paper, canvas, paint brushes, paints such as acrylic, oil, water colour, gouache, palette, water container, palette knife, easels, color wheel, lighting, fixative, masking tape, cleaning supplies, adhesives	
		(c) Create advanced thematic painting compositions by using CAD software	Advanced thematic painting compositions are well created by using CAD software	Computer and relevant software such as Adobe photoshop, Adobe illustrator, Corel painter, Autodesk, Clip studio paint	

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
	1.3 Preservation, marketing, networking and exhibition	(a) Preserve drawings and paintings through catalogues and portfolios	Drawings and paintings are well preserved using catalogues and portfolios	Camera, Computer and Relevant software such as Adobe Photoshop, Adobe illustrator, Corel painter, Autodesk, Clip studio, paint, manila sheets, vinyl fabric, canvas materials, staple and stapling machine, zipping materials	239
		(a) Use social network platforms for marketing drawings and paintings	Social network platforms for marketing drawings and paintings are effectively used	Computer, online resources, memory cards, drawings, paintings, camera	
		(b) Conduct exhibitions for drawings and paintings	Exhibitions for drawings and paintings are well conducted	Exhibition premises, mounting materials, framing materials (nails, timbers, tapes sheet) stapling machines, catalogue	

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